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ABSTRACT

Information on the progress of the 1980 graduating high school seniors' educational attainment, work history, marital history, attitudes, and civic participation is presented in this fourth in a series of descriptive summaries about the status of the 1980 high school seniors. Information spans the period from 1980 through 1986. Chapter 1 looks at educational experiences of the 1980 senior class (enrollment in postsecondary education, attainment of one-year and two-year awards and four-year degrees, and educational expectations and progress in postsecondary attainment). Chapter 2 discusses employment experiences of the 1980 senior class (aggregate trends in employment and unemployment, employment experiences of individuals over time, and average wages per hour by level of education and employment pattern). Information on family formation in the 1980 senior class is given in chapter 3 (marital patterns, child rearing patterns, and household locations and composition), and chapter 4 focuses on participation and attitudes of the 1980 senior class (self-concept and locus of control, civic participation, and attitudes about sex roles). Among the major findings are that: (1) students with higher socioeconomic status were more likely to receive four-year degrees than those with lower socioeconomic status; (2) Hispanics, Native Americans, and Blacks were less likely to earn degrees than Whites or Asians; (3) males were employed at higher rates than females throughout the period by six to eight percentage points; (4) women were more likely than men to have ever been married and to have become parents; and (5) men had higher self-concept scores than women, but women were more likely to feel they could control events affecting their lives. Appended are: methodology and technical notes; tables of regression coefficients and adjusted means; data for figures; and means, standard errors, and sample sizes for tables. Twenty-two tables are included. (SM)

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Analysis Report **July 1988**

High School and Beyond

A Descriptive Summary of 1980 High School Seniors: Six Years Later

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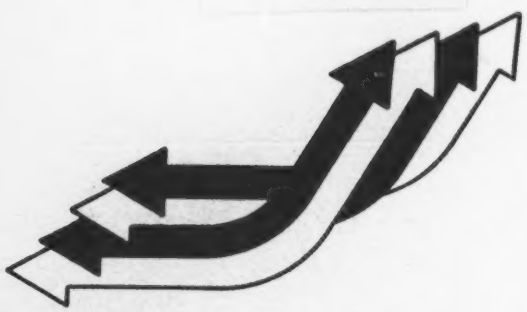

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Analysis Report July 1988

High School and Beyond

A Descriptive Summary of 1980 High School Seniors: Six Years Later

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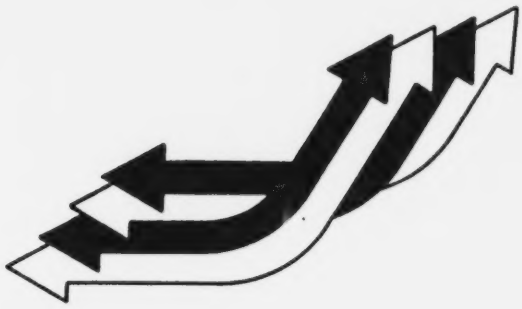

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SUMMARY OF MAJOR FINDINGS

Educational Experiences

- Seventy percent of the 1980 high school seniors enrolled in some form of postsecondary education (PSE) by 1986, with most students enrolling immediately after high school graduation.
- Thirty percent of those who entered postsecondary education institutions by 1982 received 4-year degrees by February 1986, mostly at public institutions.
- Eight percent of those who entered postsecondary education by 1984 attained vocational certificates by February 1986, and 11 percent earned A.A. degrees.
- Vocational certificates were most commonly earned by Hispanics, women, and students with children.
- Students with higher socioeconomic status were more likely to receive 4-year degrees than those with lower socioeconomic status.
- There were significant differences in the rate of degree attainment for different racial/ethnic groups. Hispanics, Native Americans, and blacks were less likely to earn degrees than whites or Asians.

Employment Experiences

- Males were employed at higher rates than females throughout the period by six to eight percentage points. Females were unemployed at higher rates than males in the first two years following high school, but this difference disappeared in the latter four years.
- Whites generally had higher rates of employment than the members of other racial/ethnic groups, and blacks generally had the lowest employment rates. In contrast, blacks were generally unemployed at higher rates than members of other racial/ethnic groups, and whites were unemployed at lower rates.
- Employment patterns were related to levels of education. For example, students in 4-year postsecondary institutions were less likely to be in the labor force than other 1980 seniors, and these other seniors were more likely to have experienced a pattern of employment that included periods of unemployment than those in 4-year institutions.
- Among members of the 1980 senior class working continuously full-time, those with a 4-year postsecondary degree experienced an 83 percent increase in wages between 1980 and 1986; those with a high school diploma only experienced a 33 percent increase in wages over the same period.
- Among respondents with a 4-year PSE degree, those majoring in technical fields such as architecture, computers, and engineering had the highest starting wages while those in the humanities had the lowest starting wages (wages measured in February 1985).

- Males generally earned higher wages than females with similar educational histories and employment patterns, although there were no wage differences between males and females with 4-year postsecondary degrees. Wage differences by race/ethnicity were small when education and employment experience were controlled.

Family Formation Patterns

- In general, women were more likely than men to have ever been married and to have become parents.

- Those seniors who went on to postsecondary education were more likely to delay family formation than those who did not continue their education beyond high school. Students who were enrolled in or who had completed some form of postsecondary education were less likely to have ever married or become parents

- Plans articulated during the senior year corresponded closely to actual events. Those who planned to marry or become parents at younger ages were more likely to have done so than those who planned to delay family formation.

Attitudes and Civic Participation

- Men had higher self-concept scores than women. Women, however, were more likely to feel they could control events affecting their lives.

- Blacks had higher self-concept scores than whites in 1980 and in 1986. Blacks and other minorities were less likely than whites to feel they were able to affect events in their lives.

- In general, the more education 1980 seniors completed, the higher their self-concept score and the more likely they were to feel that events affecting their lives could be influenced by their actions.

- The proportion of 1980 seniors who reported being registered to vote rose from 62 percent in 1982 to 72 percent in 1986. The proportion who actually voted, however, ranged from 50 percent in 1982 to 61 percent in 1986.

- There were no significant differences between men and women in either registration or voting. Registration for Asians, blacks and Hispanics increased between 1982 and 1986, and by 1984, blacks reported being registered at a higher proportion than whites.

- While whites were more likely than blacks, Hispanics or Asians to have voted in 1982, they were no more likely than blacks or Asians to have voted in 1984 or 1986. Hispanics continued to vote at significantly lower rates than whites.

ACKNOWLEDGMENTS

The authors wish to thank all those persons who contributed to the production of this descriptive summary. Ellen Liebman built the files for the work history, educational history, and marital history composite variables used in many of the analyses, in addition to producing the tables included in this report. We could not have produced so extensive a report without Ellen's intimate knowledge of the HS&B datasets, and her willingness to endure our endless requests for "just one more run." Leslie Retallick, Sandy Yuen, and Chris Ogden performed a number of critical tasks throughout the process of completing the report, including downloading tables from a mainframe computer to be reformatted for publication and preparation of graphics and appendices. Their ability to work cheerfully under great stress served as a model that the rest of us were largely unable to emulate. Kathy Dodge copy edited the entire manuscript. Kathy's careful eye saved us from what we hope were our worst errors. Whatever elegance of style occurs here is largely due to her. Special thanks go to Gary Hoachlander, who provided thoughtful guidance throughout the long process of developing this report, and who carefully reviewed the content of the final draft.

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Finally, we would also like to thank those members of the NCES staff who have worked closely with us on this project: C. Dennis Carroll, Chief, Longitudinal Studies Branch, and Carlyle E. Maw, Statistician.

FOREWORD

This is the fourth in a series of descriptive summaries about the status of the 1980 high school seniors. It uses information from High School and Beyond's base-year (1980), first follow-up (1982), second follow-up (1984), and third follow-up (1986) surveys, and reports the results of longitudinal analyses of education and employment. The purpose of all four capsule descriptions of the 1980 senior class has been to paint with a broad brush a general picture of these students. The previous descriptive summaries examined the status of 1980 seniors in 1980, 1982, and 1984. This report provides both a general overview of the activities and attitudes of these students in 1986 and also describes their experiences over the period from 1980 to 1986.

The HS&B data are a rich source of information on the activities of recent high school graduates and on the consequences of alternative choices during young adulthood. This report demonstrates the breadth of these data in the areas of education, employment, family formation, and attitudes. Due to limitations of space, the analysis is restricted to a few important subgroups—mainly sex, race, and socioeconomic status. Many other subgroups deserve attention. Variation in outcomes according to high school test scores, high school grade averages, home language, family size, among others, can and should be examined in more detail.

The National Center for Education Statistics (NCES) plans to conduct or to sponsor a number of analytical reports that will address a variety of topics in greater detail than that provided here. Among the topics to be addressed are Persistence in College, Impact of Vocational Education, College Offerings and Enrollment, and Student Financial Aid in Colleges.

We hope that this report will inspire other researchers to use these data to pursue their own interests. The National Center for Education Statistics (NCES) has computer tapes available to those wishing to carry out their own analysis of special questions and issues. NCES also maintains a large set of summary statistics on a microcomputer database. Statistics contained in the database cover the same topics described in this report but in much greater detail.

Information about obtaining HS&B computer tapes is available from the U.S. Department of Education, Office of Educational Research and Improvement, Information Systems and Media Services Branch, 555 New Jersey Avenue NW, Room 304B, Capitol Place Building, Washington, DC 20208-1327.

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INTRODUCTION

During the six years following high school graduation, members of the 1980 senior class made choices about entering the adult world. Seventy percent pursued some form of postsecondary education, and nearly thirty percent earned some form of postsecondary degree. Twenty-seven percent started careers and worked continuously after completing their education. Besides beginning work and school, 41 percent of the 1980 high school seniors had married, and 27 percent had acquired children through birth, marriage, or adoption. As they grew older, the 1980 seniors expanded their involvement in their communities. Seventy-two percent of the 1980 high school seniors had registered to vote by 1986.

This descriptive report presents detailed information on the progress of the 1980 seniors' educational attainment, work history, marital history, attitudes, and civic participation. The report uses information spanning the six-year period from 1980 through 1986.

The High School and Beyond data contain a diverse collection of classification variables. The analyses reported here are organized around differences by race/ethnicity and sex. Both of these variables are of general interest, and they facilitate comparisons in the areas of education, work, family formation, attitudes, and civic participation. Where appropriate, other classification variables are also examined.[1]

Although the emphasis of this report is on patterns of change, this first section begins by examining what the 1980 high school seniors were doing the first week in February 1986. The results are reported in Table 1.[2]

Almost 19 percent of the 1980 high school seniors reported they were attending school during the first week of February 1986. Among both men and women, Asians were more likely to be in school than members of other racial/ethnic groups. White males were more likely to be enrolled than white females, but for other groups the difference between men and women was not statistically significant.

Eighty-seven percent of the 1980 high school seniors were in the labor force during the first week of February 1986, and 78 percent of the cohort were employed at that time. Asian men were no more likely to be working than Asian women, but men were significantly more likely to be working than women for each of the other racial/ethnic groups studied. When men and women were examined separately by race/ethnicity, there were some differences in the proportion working in February 1986. Asian men were less likely to be working than white, black, or Hispanic men. Among women, Asians and whites were working in the highest proportions, and Native Americans had the lowest proportion employed at that time.

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[1] A complete list of classification variables can be found in Penny Sebring et al., *High School and Beyond 1980 Senior Cohort Third Follow-Up Data File Users' Manual*, Center for Education Statistics #87-407m.

[2] Differences among groups reported throughout the text are evaluated using a two-tailed t-test. Unless otherwise noted, all differences reported were significant to the $p \leq .05$ level. Standard errors for all tables are shown in Appendix D.

Table 1

Self-Reported Status of 1980 Seniors During the First Week of February 1986[3]

Status	Total†	Male					Female				
		Hisp	Native Amer	Asian	Blk	White	Hisp	Native Amer	Asian	Blk	White
In School	19	17	22	52	16	21	15	15	38	16	16
Working	78	81	71	72	79	81	70	51	77	70	76
Apprenticeship/ Training Program	1	2	3	2	1	2	1	0	6	*	*
On Layoff or Looking for Work	9	12	12	9	13	10	7	18	9	14	8
Keeping House	9	1	2	2	3	1	24	43	16	17	15
In Armed Forces	4	5	4	6	7	6	*	0	5	1	2
Other	7	5	2	6	6	5	8	18	16	7	9

†Figures in table are percentages. * Less than one percent

Seventeen percent of the women who were high school seniors in 1980 were keeping house in 1986 and just over one percent of the men.[4] There were significant differences by race/ethnicity in the percentage of women keeping house. Forty-three percent of Native American women and 24 percent of Hispanic women were engaged in this activity, compared to between 15 and 17 percent of white, Asian, and black women.[5]

Outline of the Report

Chapter 1 examines the educational progress of 1980 seniors from 1980 to 1986. The chapter begins with a discussion of enrollment rates in postsecondary education for all of the eligible students. The major emphasis of this chapter is degree attainment, including the type of degree and the field of study. Rates of attainment of one-year and two-year degrees are compared for students who entered postsecondary education by 1984, while rates of attainment for four-year degrees are compared for students who entered

[3] Source: HS&B third follow-up survey (1986). Respondents were asked to check all categories that applied, so the column percentages may sum to more than 100%.

[4] These respondents reported they were keeping house without another job.

[5] There was no significant differences among blacks, whites, and Asians in the proportion keeping house. There were significant differences between Hispanics and Native Americans, blacks, and whites, however.

postsecondary education by 1982. Finally, degree attainment is compared to students' original plans for postsecondary education, and students who left without degrees are compared to those who attained degrees.

Chapter 2 focuses on entry into the labor force. It describes patterns of employment and unemployment between 1980 and 1986. Using a specially constructed longitudinal summary measure, Chapter 2 presents detailed analyses of the patterns of work involvement for members of the 1980 senior cohort, along with trends in hourly wages and the intensity of work.

Family formation is the topic in Chapter 3, which presents information on marriage, parenting and household composition. Variations will be examined by sex, race, socioeconomic status and educational history. Additionally, Chapter 3 explores the relationship between students' plans and events regarding marriage and children.

Changes since 1980 in self-concept, civic participation, and opinions about sex roles are the subjects of Chapter 4. This chapter examines differences on these measures by sex, race/ethnicity, and educational attainment.

Finally, important information about the High School and Beyond surveys, the accuracy of estimates presented in the text, and definitions of major variables can be found in Appendix A of this report. Appendices B, C, and D present additional statistical information for each chapter.

CHAPTER 1
EDUCATIONAL EXPERIENCES OF THE 1980 SENIOR CLASS

This chapter reports on the educational experiences of the 1980 senior class, concentrating on their enrollment and attainment in postsecondary education between high school graduation and 1986. The major findings discussed are the prevalence of enrollment in postsecondary education for these students and their varying levels of attainment. Equally important are the existence of systematic differences among students with different characteristics. Throughout this chapter, educational experiences will be reported separately for men and women, for different racial/ethnic groups, and for students of different socioeconomic status (SES).[1] In addition, differences among students with other characteristics will be discussed when those characteristics are associated with educational attainment.

There are four sections in this chapter. The first describes patterns of enrollment in postsecondary education for the 1980 senior class. The second section discusses the attainment of one- or two-year postsecondary degrees, concentrating on those who entered postsecondary education by 1984. The third section describes attainment by those who entered postsecondary education by 1982. The fourth section compares attainment to expectations for the 1980 senior class as a whole and summarizes their level of attainment by 1986. Each section describes not only the overall rates of enrollment or attainment in postsecondary education for 1980 high school seniors but also the major differences among students with different characteristics. Analysis of enrollment and attainment patterns over the six-year period following high school graduation demonstrates that students vary greatly in the outcomes of their studies after high school.

Enrollment in Postsecondary Education for 1980 High School Seniors

The 1980 high school seniors had high rates of enrollment during their first six years out of high school. Eighty-four percent of those interviewed in 1980 expected at that time to further their education. By 1986, 70 percent of all 1980 seniors had attempted some form of postsecondary education. Even of those who had not expected in 1980 to pursue their education, 26 percent had taken classes at a postsecondary institution.

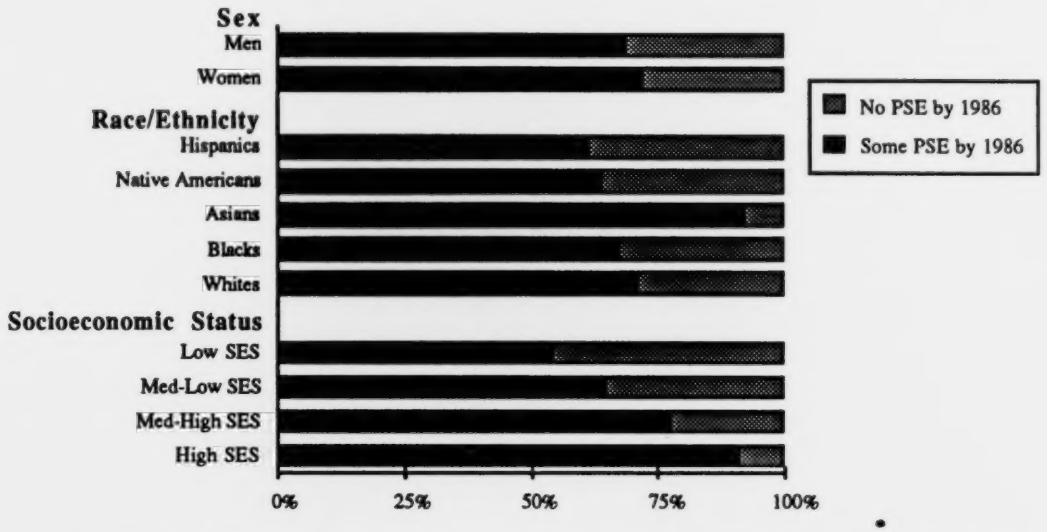
Enrollment in Postsecondary Education by 1986

The direct comparison of enrollment rates for different types of students illustrates that participation in higher education varied with student characteristics. For example, only 64 percent of handicapped students enrolled in some form of postsecondary education compared to 72 percent of non-handicapped students. Figure 1.1 shows that the rate of enrollment also varied greatly with race/ethnicity, sex, and socioeconomic status. During the first six years following high school graduation in 1980, Asians had the highest rate of

[1] For this analysis, students were grouped into quartiles according to their score on an index of socioeconomic status created by the National Opinion Research Center for the High School and Beyond surveys. Thus students are divided into groups with high SES (the top quartile), medium-high SES (the second quartile), medium-low SES (the third quartile), and low SES (the fourth quartile). The components of the SES index are described in the technical notes for this report.

participation in postsecondary education, 91 percent. Seventy-one percent of the whites enrolled in postsecondary education, 67 percent of blacks, 61 percent of Hispanics, and 64 percent of Native Americans. Seventy-two percent of the women attempted some form of postsecondary education compared to 68 percent of the men.

Figure 1.1
Percent of 1980 High School Seniors Enrolled in Postsecondary Education, 1980 to 1986[2]



Patterns of postsecondary enrollment rates were also different for high school graduates of different socioeconomic status. The higher the socioeconomic status, the higher the participation rate. By 1986, 91 percent of high school graduates in the highest socioeconomic status group had enrolled in postsecondary education, compared to 77 percent for the medium-high group, 64 percent for the medium-low group, and 54 percent for those with the lowest socioeconomic status.

Students attended three different kinds of postsecondary institutions during the 1980-86 period: vocational schools, junior colleges, and four-year colleges or universities. Forty-four percent of all 1980 seniors attended four-year institutions between 1980 and 1986. Twenty-seven percent of the 1980 senior class attended junior colleges, and 12 percent attended vocational schools. Some students transferred among different types of postsecondary institutions, contributing to the proportion of students in more than one type of school.[3]

Enrollment in Different Types of Postsecondary Institutions

During the first six years after high school, 46 percent of the 1980 seniors who enrolled in postsecondary education attended only four-year institutions. Twenty-four

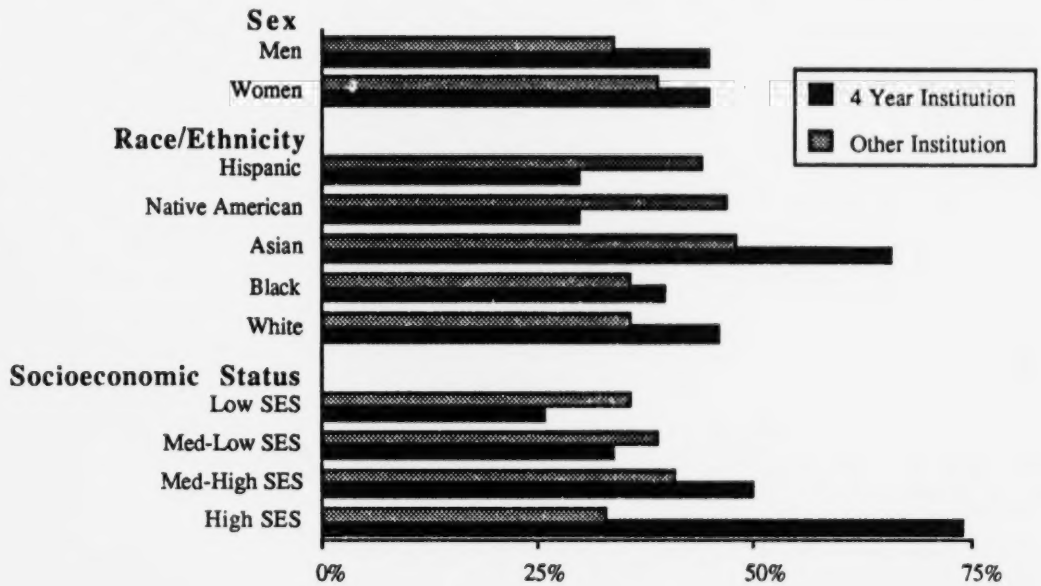
[2] Percentages and standard errors for data used to construct figures are shown in Appendix C.

[3] As a result, the sum of these percentages (83 percent) is greater than the proportion who ever enrolled in postsecondary education (70 percent).

percent of those who enrolled attended only vocational schools or junior colleges. The remaining 30 percent of enrollees attended both types of institutions.[4]

Figure 1.2 shows the rates at which the 1980 high school seniors attended four-year institutions as compared to other postsecondary institutions between 1980-81 and 1985-86.[5] For both men and women the overall percentage who enrolled in a four-year institution was significantly higher than the percentage who enrolled in a junior college or vocational school. About forty-five percent of both men and women enrolled in four-year colleges, compared to 34 percent of men in other postsecondary education institutions and 39 percent of women.

Figure 1.2
Percent of 1980 High School Seniors of Different Characteristics Enrolled in Four-Year and Other Postsecondary Institutions, 1980 to 1986



The type of school most commonly attended varied with race/ethnicity. Enrollment in four-year institutions was significantly higher than in other postsecondary education institutions for Asians and whites. Sixty-six percent of Asians attended four-year institutions and 48 percent attended other types of postsecondary institutions between 1980 and 1986. Forty-six percent of whites attended four-year institutions and 36 percent attended other institutions. By contrast, enrollment in four-year institutions was significantly lower than enrollment in other institutions for Hispanics and Native Americans. Thirty percent of Hispanics enrolled in four-year institutions and 44 percent in other institutions. Thirty percent of the Native Americans attended four-year institutions

[4] These percentages are based on the number of students who ever enrolled in postsecondary education between 1980 and 1986.

[5] The percentages shown in Figure 1.2 are the percentage of each type of student who ever attended that type of school between graduation from high school and February 1986. Thus the students who attended both types of schools are counted twice.

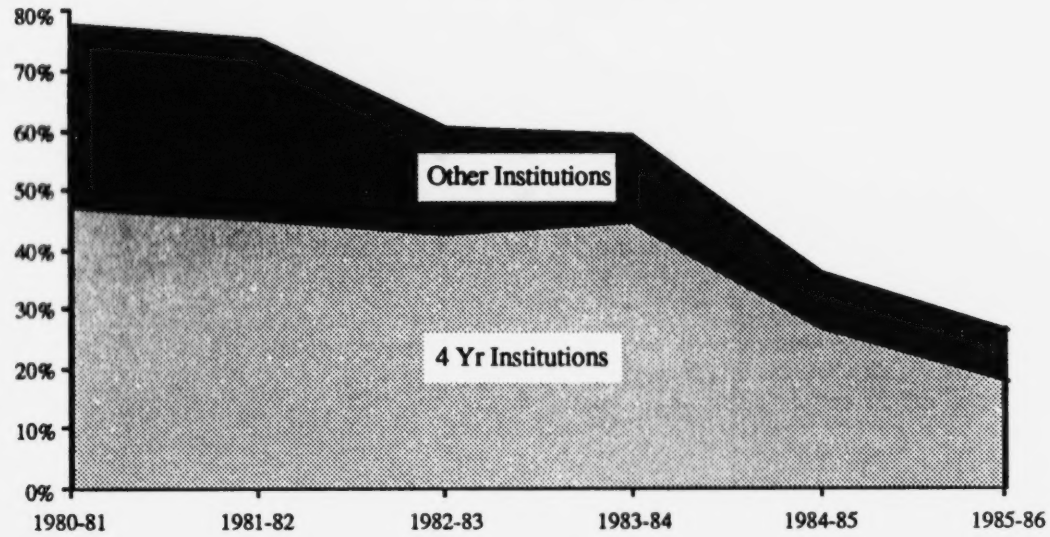
and 47 percent attended other types of institutions. Forty percent of blacks enrolled in four-year institutions compared to 30 percent in other institutions.

The type of school most commonly attended also varied with socioeconomic status. Students with high and medium-high socioeconomic status had significantly higher enrollment rates in four-year than in other postsecondary education institutions. Seventy-four percent of high status students and 50 percent of medium-high status students attended four-year institutions, compared to 33 percent of high status students and 41 percent of medium-high status students attending other postsecondary education institutions. This finding was reversed for those of low and medium-low socioeconomic status. Thirty-four percent of medium-low status students and 25 percent of low status students attended four-year colleges, compared to rates of 39 and 36 percent in other postsecondary education institutions.

Enrollment Patterns Over Time

Seventy-nine percent of those seniors who entered postsecondary education between 1980 and 1986 did so during the first school year after high school graduation. This year was the peak of postsecondary enrollment for the 1980 high school seniors. As Figure 1.3 shows, total postsecondary enrollment was nearly as high during the 1981-82 academic year, but declined steadily thereafter. Sixty percent of these students were enrolled during the 1983-84 school year; by 1984-85, 37 percent were enrolled. During the 1985-86 school year, 27 percent of the students were enrolled in postsecondary education.

Figure 1.3
Percent of 1980 High School Seniors Enrolled in Postsecondary Education between 1980 and 1986 Who Were Enrolled Each Year, 1980-81 to 1985-86



In every year, enrollment in four-year institutions was significantly higher than that in other institutions. In keeping with their longer degree programs, enrollment in four-year institutions fluctuated for the first four years between 43 and 48 percent and then dropped to 27 and 18 percent in the next two years. Enrollment in non-four-year institutions dropped from 31 and 30 percent during the first two years to 18 percent in the third year and continued to decline until leveling off at just under 10 percent after 1983-84.

Attainment of One-Year and Two-Year Awards

Students may attain a variety of postsecondary degrees below the bachelor's degree. Depending upon the institution and the program, a student may earn an Associate of Arts degree (A.A.), a vocational certificate for two years of study, or a vocational certificate specifying a level of skill achieved in a shorter period of time. Students earned A.A. degrees from junior colleges and sometimes from four-year colleges for the equivalent of two years of credits. They earned vocational certificates in vocational schools and sometimes in junior colleges. Table 1.1 shows the receipt of one-year and two-year awards by different types of students.[6] The following sections discuss vocational certificates and A.A. degrees separately, although there is some overlap in the subjects studied and in the qualifications obtained.

Vocational Certificates

Eight percent of the 1980 seniors who entered postsecondary education by 1984 had received vocational certificates by February 1986.[7] As Table 1.1 indicates, the rate of receiving vocational certificates varied only slightly with students' socioeconomic status, but did vary systematically with the students' race/ethnicity. Thirteen percent of Hispanics received vocational certificates, compared to seven percent of whites.[8] Only four percent of Asians received certificates, by far the lowest rate for the ethnic groups studied.[9] More women than men received vocational certificates: nine percent compared to seven percent. Twelve percent of the students who had enrolled in school and had children by 1984 received vocational degrees, whereas seven percent of the students with no children received vocational degrees.

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[6] All of the percentages reported in this section are based on the number of students who had entered postsecondary education by 1984.

[7] Only those students who received vocational certificates as a consequence of enrollment in a postsecondary institution were counted as having received these certificates. Students reporting a certificate or license but reporting no postsecondary education were not included.

[8] Although 18 percent of the Native Americans interviewed received vocational certificates, the difference between Native Americans and whites was not statistically significant.

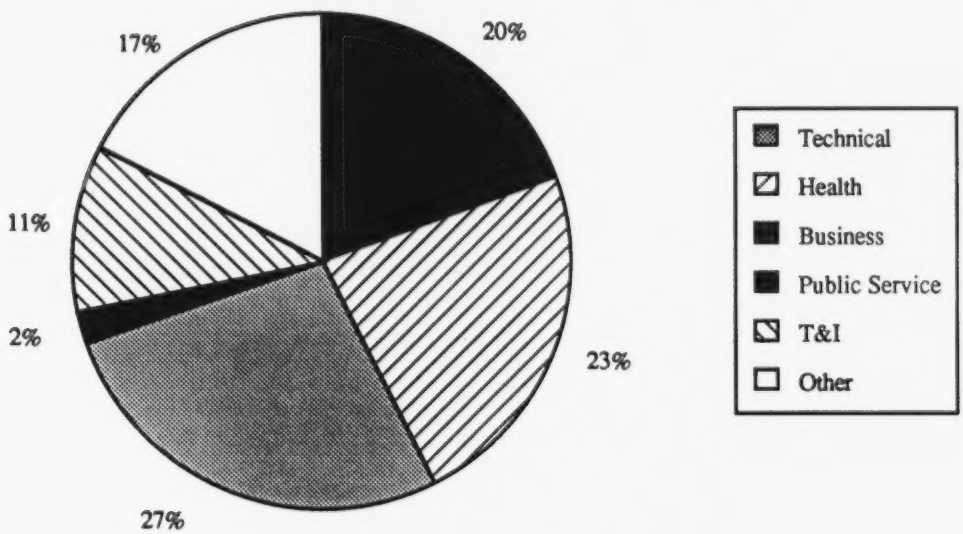
[9] There was no significant difference between adjacent SES quartiles, although $p \leq .05$ for the difference between low and high SES students.

Table 1.1
Percent of 1980 High School Seniors Attaining One-Year and Two-Year Awards After Enrolling in Postsecondary Education by 1984

	Vocational Certificate	A.A. Degree
Total	8	11
Sex		
Male	7	9
Female	9	11
Race/Ethnicity		
Hispanics	13	12
Native Americans	18	15
Asians	4	14
Blacks	8	7
Whites	7	11
Socioeconomic Status		
Low SES	9	10
Med-Low SES	9	13
Med-High SES	8	11
High SES	6	9
Had Children by 1984		
Children	12	7
No Children	7	11

Vocational certificates were awarded in a wide variety of fields. These vocational fields can be summarized by the six areas shown in Figure 1.4: technical; health occupations; marketing and business; public service and education; and other fields of study.[10] Of those who enrolled by 1984 and earned certificates by 1986, 27% earned certificates in business or marketing and 23 percent in health occupations. Nearly 20 percent earned certificates in technical fields, and nearly 11 percent in an area of trade and industry.

Figure 1.4
Fields of Study for Vocational Certificates Completed by 1980 High School Seniors Who Entered Postsecondary Education by 1984[11]

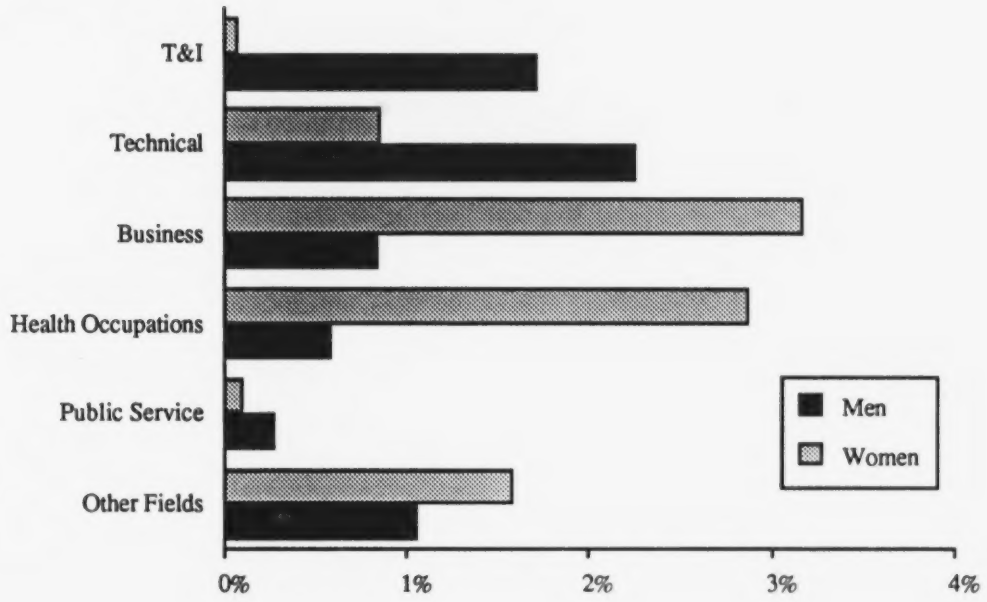


Percent of Certificates Earned

[10] The technical area includes a major in computers or engineering.
[11] Percentages shown are percentage of certificates awarded by 1986 to students who had entered postsecondary education by 1984.

Figure 1.5 shows that the certificates received by men and women were distributed differently across vocational fields. Proportionately more men than women received certificates in a technical or computing area (two percent compared to one percent of those entering postsecondary education by 1984) and in a trade and industry (two percent of the men entering postsecondary education by 1984, compared to less than one percent of such women for each field). More women than men received certificates in health occupations and business (three percent compared to one percent in each case).

Figure 1.5
Fields of Study for Vocational Certificates Completed by Men and Women: Percent of 1980 High School Seniors Who Entered Postsecondary Education by 1984

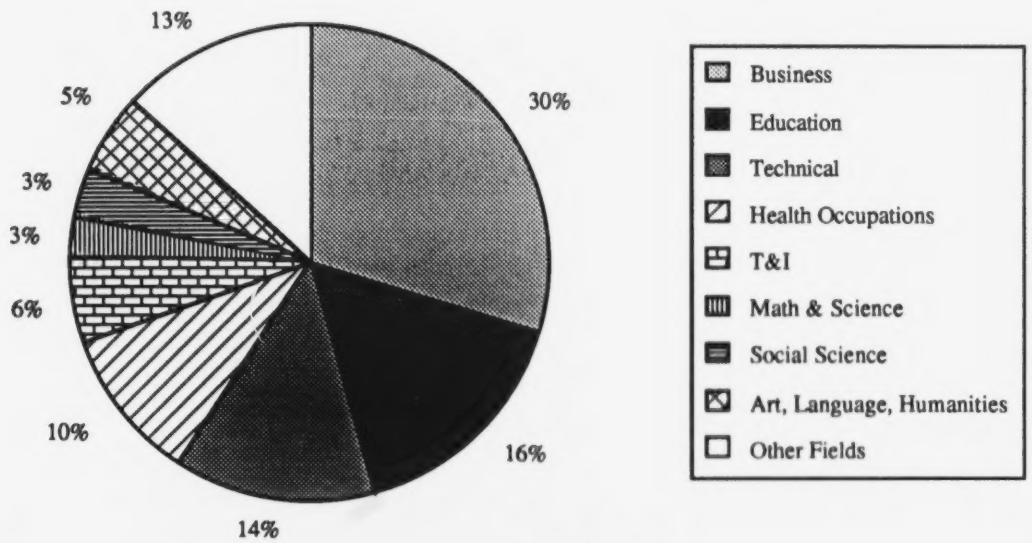


A.A. Degrees

Eleven percent of the 1980 seniors who entered postsecondary education by 1984 had received A.A. degrees by February 1986. There were few systematic differences between different kinds of students in the frequency with which they earned these degrees, although fewer students of high socioeconomic status earned A.A.'s than did students of medium or low status.

Postsecondary institutions awarded A.A. degrees in a wide variety of fields. Figure 1.6 summarizes the fields of study in nine categories: technical; health occupations; marketing and business; public service and education; trade and industry; math and science; social science; arts, languages, and humanities; and other fields of study. Of the students who entered postsecondary education by 1984 and earned an A.A. by February 1986, 30 percent earned this degree in some field of business. Sixteen percent earned A.A. degrees in public service or education, mostly education. Fourteen percent earned A.A. degrees in a technical field, and ten percent in health occupations. No other individual field of study accounted for more than six percent of the total of A.A. degrees awarded.

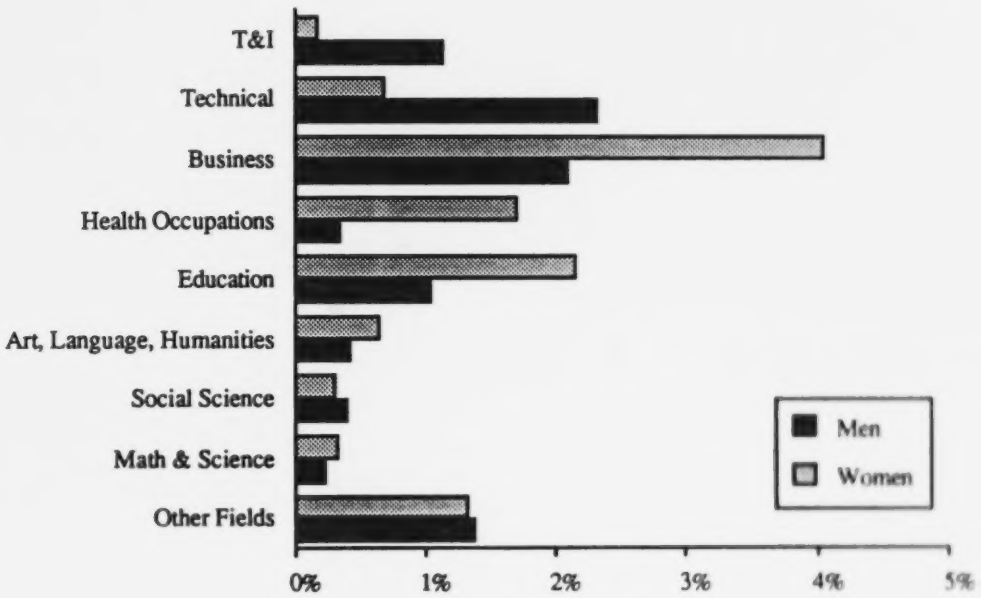
Figure 1.6
Fields of Study for A.A. Degrees Completed by 1980 High School Seniors Who Entered Postsecondary Education by 1984[12]



[12] Percentages shown are percentage of A.A. degrees awarded by 1986 to students who had entered postsecondary education by 1984.

Figure 1.7 compares the fields of A.A. degrees completed by men and by women. There was no significant difference in the frequency with which men and women attained A.A. degrees in math and science; social sciences; art, language, and humanities; or those fields included in "other fields of study." Otherwise, there were significant differences between the proportion of men and women completing in each field of study. More women than men earned an A.A. in business (four percent compared to two percent), in health (two compared to less than one percent), and in education (two percent compared to one percent). More men than women earned an A.A. in a technical field (two percent compared to one percent) or trade and industry (one percent compared to almost zero).

Figure 1.7
Fields of Study for A.A. Degrees Completed by Men and Women: Percent of 1980 High School Seniors Who Entered Postsecondary Education by 1984



The A.A. degree was a terminal degree for most students who earned it. While 11 percent of the students earned an A.A., only two percent earned an A.A. before earning a four-year degree. There were no significant differences between different kinds of students in their rate of achieving the two degrees in sequence.

Degree Non-Recipients

Forty-five percent of the students who began their postsecondary education by 1984 left by 1986 without earning a degree of any sort. Table 1.2 shows the percentage of different types of students who left school without degrees. Sixty percent of blacks and 53 percent of Hispanics left school with no degree. The proportion of Native Americans leaving school without degrees was 47 percent. Forty-three percent of whites and 34 percent of Asians who enrolled in 1984 left school without degrees.[13]

Table 1.2
Percent of Students Leaving School Without Degrees: 1980 High School Seniors Who Entered Postsecondary Education by 1984[14]

Total	45
Sex	
Male	45
Female	46
Race/Ethnicity	
Hispanics	53
Native Americans	47
Asians	34
Blacks	60
Whites	43
Socioeconomic Status	
Low SES	60
Med-Low SES	50
Med-High SES	45
High SES	33
Had Children by 1984	
Children	67
No Children	43
Handicap Status	
Handicapped	49
Not Handicapped	45

The lower the socioeconomic status, the more likely the student was to leave school. There were no significant differences between men and women in the tendency to leave school without attaining a degree, but 67 percent of the students with children had left

[13] Although there was a significant difference between whites or Asians compared to other racial/ethnic groups, differences among other racial/ethnic groups were not statistically significant.
[14] Percentages shown are for those who were out of school by February 1986 and had received no degree.

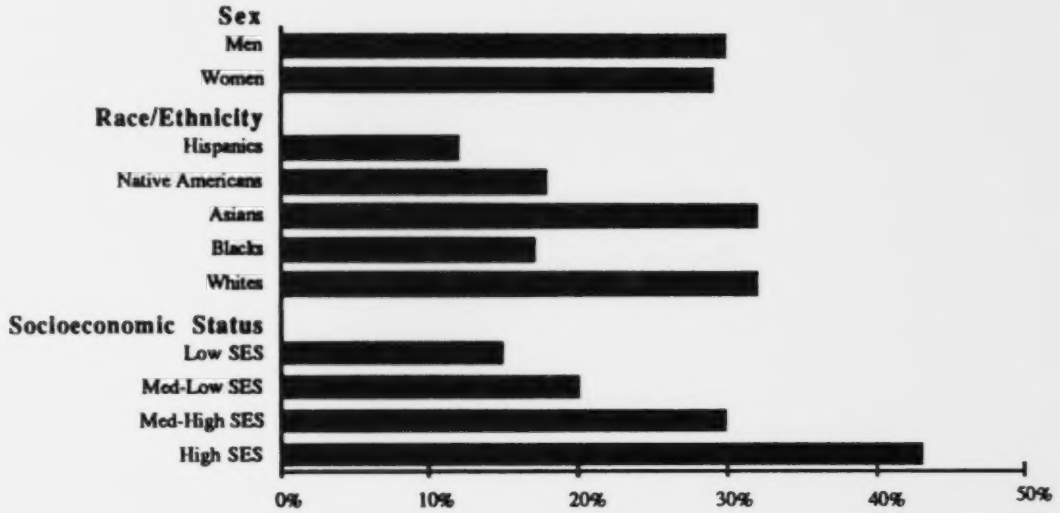
without degrees, compared to 43 percent of the students without children. There was also a significant difference between handicapped and non-handicapped students in the likelihood of leaving school without a degree: 49 percent for the handicapped and 45 percent for the non-handicapped.

Attainment of Four-Year Degrees

When the 1980 high school seniors were interviewed just before their graduation from high school, 46 percent of them expected to receive a college degree. By 1986, eighteen percent of the 1980 high school seniors had actually achieved that goal. Based on the number of students who had entered postsecondary education by 1982, the attainment rate for the four-year degree was 30 percent after six years. There were significant differences between different types of students in the achievement of this objective.

Figure 1.8 shows the proportion of students with different characteristics who earned four-year degrees. There was no significant difference between the proportion of men and women earning four-year degrees: 30 percent of the men and 29 percent of the women did so. Students' socioeconomic status was strongly related to degree attainment, however. Students at each level of socioeconomic status were significantly more likely to attain a four-year degree than students at the level just below them. Forty-three percent of the students with high socioeconomic status had degrees by 1986, 30 percent of those with medium-high status, 20 percent of those with medium-low status, and only 15 percent of those with low socioeconomic status. Hispanics, Native Americans, and blacks were less likely than whites to have attained a four-year college degree by this time.[15]

Figure 1.8
Percent of Students Earning Four-Year Degrees for 1980 High School Seniors Who Entered Postsecondary Education by 1982



[15] There was no significant difference between the proportion of Asians and the proportion of whites receiving four-year degrees.

Two-thirds of those who earned four-year degrees received them from public colleges. As Figure 1.9 shows, the proportion receiving degrees from public institutions was larger than that from private institutions for all types of students, including those of the highest socioeconomic status. Significantly more students received degrees from public than from private institutions, regardless of student characteristics.

Figure 1.9
Percent of Students Earning Four-Year Degrees at Public and Private Institutions for 1980 High School Seniors Who Entered Postsecondary Education by 1982

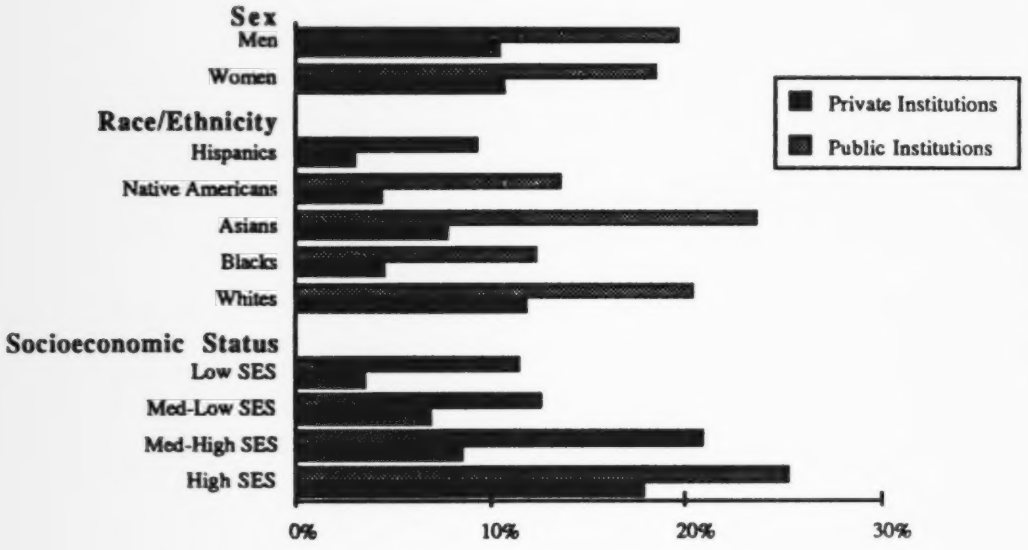
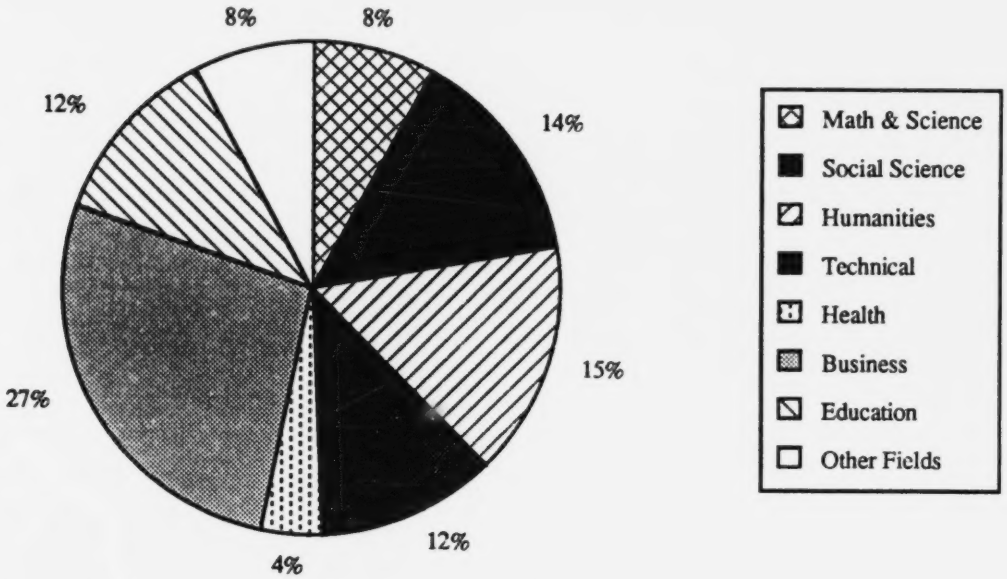


Figure 1.10 shows the distribution of four-year degrees across fields of study for all of the 1980 high school seniors who received degrees by February 1986. Of the students who entered college by 1982 and received four-year degrees by 1986, 27 percent earned degrees in business. Fifteen percent of these students earned four-year degrees in some aspect of humanities, arts, or languages. Fourteen earned four-year degrees in social science, 12 percent in education, and 12 percent in some field of technical expertise (e.g., engineering, computer science). Eight percent of the students who earned four-year degrees majored in math or science and four percent in the health occupations.

Figure 1.10
Fields of Study for Four-Year Degrees Earned by 1980 High School Seniors Who Entered Postsecondary Education by 1982[16]



Percent of Four-Year Degrees Earned

There were few significant differences between men and women in the field of study chosen. Men were much more likely to receive B.A. degrees in a technical field, while women were more likely to receive degrees in health occupations and education. Other differences between the proportion of men and women receiving particular types of degrees were not statistically significant.

Degree Non-Recipients

Table 1.3 shows the educational outcomes of all 1980 high school seniors with some postsecondary education. By 1986, 57 percent of the students who had enrolled in postsecondary education had received no four-year degree and were no longer in school.

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[16] Percentages shown are percentage of four-year degrees awarded by 1986 to students who had entered postsecondary education by 1982.

Ten percent of the students had not earned a B.A. degree but were enrolled in a four-year school: seven percent in a public school and three percent in a private school. Another four percent had not earned a B.A. degree but were enrolled in a vocational or two-year school. In all, 71 percent of those who had entered postsecondary education by 1982 had not received a B.A. degree by 1986.

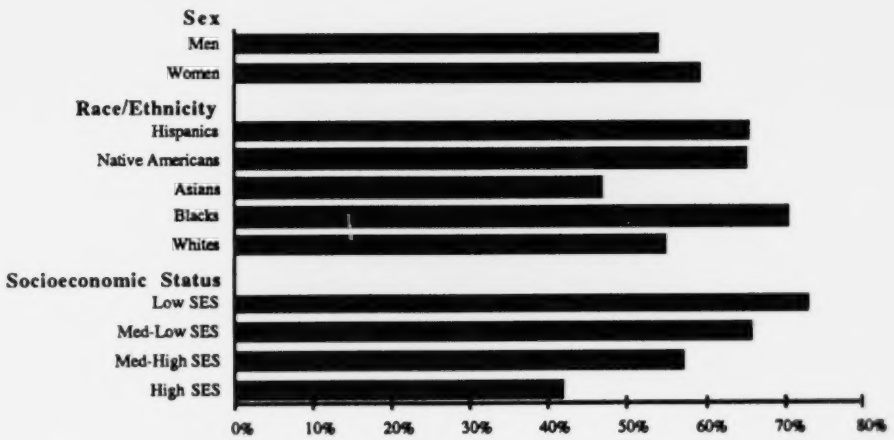
Table 1.3
Percent of 1980 High School Seniors with Various Educational Outcomes by 1986†

No BA/BS & Not in School	Enrolled In In 4-Year Private	Enrolled In In 4-Year Public	Enrolled In Other Institution	Received BA/BS Degree
57	3	7	4	30

† Percentages sum to more than 100 due to rounding. Percentages based on the number of 1980 high school seniors who enrolled in postsecondary education by 1982.

The likelihood that a student left school without a four-year degree varied with student characteristics. As Figure 1.11 shows, 59 percent of the women left school without a degree, compared to 54 percent of the men. Forty-six percent of the Asians left without degrees, compared to 55 percent of whites. The rates for black, Hispanic, and Native American students were significantly higher: 71 percent for blacks, 66 percent for Hispanics, and 65 percent for Native Americans. The lower their socioeconomic status, the more likely that students would have left school without a degree by 1986. These results indicate that the differences between different groups for degree attainment shown in Figure 1.6 are not simply temporary differences but will persist and perhaps grow during the next few years as those still enrolled in school complete their degrees.

Figure 1.11
Percent of 1980 High School Seniors Who Entered Postsecondary Education by 1982 and Left School Without a Four-Year Degree



Educational Expectations and Progress in Postsecondary Attainment[17]

When the 1980 high school seniors were interviewed just before their high school graduation, they stated their expectations for progress in postsecondary education. Table 1.4 compares student attainment by 1986 to student expectations in 1980. By 1986, 34 percent of these students had achieved a level of education equal to their expectations. Fifty-two percent had not yet achieved their goals. Fifteen percent, however, had gone further in school than they had expected. There was no significant difference among different kinds of students in the percent who had progressed beyond their expectations.[18]

Table 1.4
A Comparison of Expectations in 1980 and Attainment by 1986: Percentage of All 1980 High School Seniors †

Attainment Higher Than Expectations	Attainment Equal to Expectations	Attainment Lower Than Expectations
15	34	52

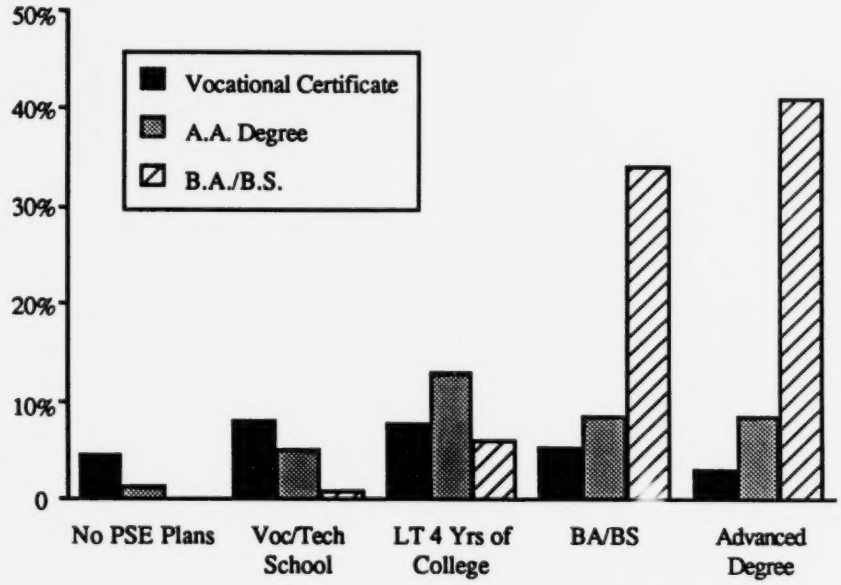
† Percentages sum to more than 100 due to rounding.

Students' plans for postsecondary education were strongly related to their actual attainment during the first six years after high school. Figure 1.12 shows the percentage receiving vocational, A.A., and four-year degrees for students who expected to pursue different levels of education after graduation from high school.

[17] All percentages in this section are based on the entire 1980 senior cohort.

[18] The percentages in Table 1.4 were based on a comparison of expectations and attainment as expressed in the categories described in Appendix A. Since the 1980 high school seniors were still working on graduate degrees at the time of the interviews, students with four-year degrees who were still enrolled in school were classified as having achieved an advanced degree for purposes of this comparison.

Figure 1.12
Relationship between 1980 Expectations and Postsecondary Progress by 1986: Percent of 1980 High School Seniors



The highest rate of attaining vocational certificates was achieved by those who planned to attend vocational school and by those who planned on less than four years of college. Eight percent of each group received such degrees, compared to five percent of those with no plans for postsecondary education, five percent of those who had planned to graduate from college, and three percent of those who planned advanced degrees.

The highest rate of attaining A.A. degrees was achieved by those who had planned on less than four years of college. Thirteen percent of these students received A.A. degrees, compared to one percent of those planning no postsecondary education and five percent of those planning a vocational education. Although students with aspirations for the B.A. or advanced degree were more likely to receive A.A. degrees than those who had not planned to attend four-year institutions at all, they were less likely to receive an A.A. degree than those planning on less than four years of college: nine percent of both groups intending to graduate from college received A.A. degrees.

Although the four-year degree was the degree most often attained by 1980 high school seniors, very few students attained that goal who had not planned to do so at the time of high school graduation. Thirty-four percent of those who planned to graduate from college received four-year degrees, and 41 percent of those who planned on advanced degrees received four-year degrees By contrast, only six percent of those who planned on less than four years of college received a B.A. or B.S. degree. The rate of attaining four-year degrees for 1980 high school seniors whose aspirations did not involve college was significantly lower: one percent of those planning on a vocational training and an even lower proportion of those with no plans for postsecondary education.

Summary of Findings

For the majority of the 1980 high school seniors, the years from 1980 to 1986 were a time to pursue further education. Table 1.5 summarizes the educational progress of the 1980 high school seniors by 1986.[19]

Table 1.5
Percent of 1980 High School Seniors with Different Levels of Educational Progress by 1986†

	No High School Diploma	High School Diploma Only	Some Postsecondary Education	Vocational Certificate	A.A. Degree	B.S./B.A. Degree
Total	1	29	70	6	7	18
Sex						
Men	1	31	68	5	6	17
Women	1	27	72	6	8	18
Race/Ethnicity						
Hispanics	1	38	61	8	7	6
Native Americans	0	36	64	12	9	10
Asians	0	9	91	4	12	27
Blacks	1	32	67	6	4	10
Whites	1	29	71	5	7	20
Socioeconomic Status						
Low SES	1	45	54	5	5	6
Med-Low SES	0	36	64	6	7	11
Med-High SES	0	23	77	6	8	20
High SES	0	9	91	5	8	37

† Some percentages sum to more than 100 because some students received more than one degree.

There was much variability among students in the degree of postsecondary attainment achieved and in the patterns of their enrollment in postsecondary education. The survey data for these students reveal the following findings:

Enrollment in Postsecondary Education

- Seventy percent of the 1980 high school seniors enrolled in some form of postsecondary education by 1986, with most students enrolling immediately after high school graduation.

[19] All percentages in this table are based on the entire 1980 senior cohort. Due to the inclusion of the one percent of students who had not received high school diplomas by 1986, attainment rates shown here may differ slightly from those shown elsewhere in this report.

- Students with higher socioeconomic status were more likely to enroll in postsecondary education. They were also more likely to enroll in four-year colleges or universities than in vocational schools or junior colleges.

- There were differences in the rate of enrollment for different racial/ethnic groups, with Asians more likely to enroll than students of other racial/ethnic groups. Blacks, Hispanics, and Native Americans were less likely than whites or Asians to enroll in postsecondary education.

Attainment of One-Year and Two-Year Degrees

- Eight percent of those who entered postsecondary education by 1984 attained vocational certificates by February 1986, and 11 percent earned A.A. degrees.

- Vocational certificates were most commonly earned by Hispanics, women, and students with children.

- Business was the most popular field of study for both vocational and A.A. degrees, but men and women chose very different fields of study for one-year and two-year degrees.

- The A.A. was a terminal degree for most students who obtained it.

Attainment of Four-Year Degrees

- Thirty percent of those who entered postsecondary education by 1982 received four-year degrees by February 1986, mostly at public institutions.

- Students with higher socioeconomic status were more likely to receive four-year degrees.

- There were significant differences in the rate of degree attainment for different racial/ethnic groups. Hispanics, Native Americans, and blacks were less likely to earn degrees than whites or Asians.

Attainment versus Expectations

- Very few students who did not plan in 1980 to earn a four-year degree received one by 1986.

- By 1986, half of the 1980 high school seniors had progressed at least as far in postsecondary education as they had planned upon graduation from high school.

CHAPTER 2
EMPLOYMENT EXPERIENCES OF THE 1980 SENIOR CLASS

The employment experiences of 1980 high school seniors in the first six years after graduation from high school were strongly related to the amount of education they had completed. Respondents choosing to attend a postsecondary institution exhibited patterns of labor force participation that were different from the patterns exhibited by seniors for whom the high school diploma was a terminal degree. This chapter examines the employment experiences of members of the 1980 senior class between August 1980 and February 1986 in relation to educational history. It first describes aggregate trends in employment and unemployment between 1980 and 1986.[1] The chapter then examines longitudinal measures of employment to classify and analyze the experiences of individuals in their first few years in the labor market by educational history. Finally, it looks at wages per hour as one measure of employment outcomes with respect to education.

Aggregate Trends in Employment and Unemployment

Figure 2.1 shows the percentage of students employed, unemployed, and not in the labor force between the third quarter of 1980 and the first quarter of 1986. The level of unemployment was quite steady throughout the period, fluctuating between a high of seven percent and a low of three percent.[2] Rates of employment and of non-participation in the labor force were much less stable, particularly over the first four years of the period.[3] Employment fluctuated between 55 and 73 percent, and non-participation in the labor force fluctuated between 24 and 32 percent. Between 1984 and 1986, the proportion of respondents outside the labor force stabilized at about 25 percent.

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[1] The sample used in this first section of the report includes the respondents who did not graduate from high school. Subsequent sections of this chapter include high school graduates only because there were too few non-graduates to generate accurate estimates of their labor force experiences by employment pattern and respondent characteristics.

[2] Unemployment is defined as not working and looking for work. The unemployment estimates presented here will differ from estimates published by the Department of Labor in two important ways: first, the unemployment rate here is calculated with the entire population of seniors as the base, rather than with the labor force as the base; second, these estimates were calculated on a population that largely excluded high school dropouts because the 1980 senior sample was collected in the respondent's senior year, after many dropouts had dropped out. Both of these factors have the effect of reducing the rate of unemployment with respect to Department of Labor estimates.

[3] The large dips in employment in the first quarter of 1982 and the first quarter of 1984 coincide with the intersections between follow-up surveys and are probably partially artifacts of the data collection procedures. There are two reasons that such dips might have occurred: first, the employment questions were structured to accommodate only four jobs with the most recent job reported first, and jobs held least recently were therefore most likely to have been excluded; second, the first quarters of 1982 and 1984 would have been furthest temporally from the time of the survey covering those periods, and students may not have been able to recall precisely which months they were employed two years later. Similar dips are seen in Figures 2.2 and 2.3 as well.

Figure 2.1
Percentage of 1980 High School Seniors Employed, Unemployed, or Not in the Labor Force on Specified Dates

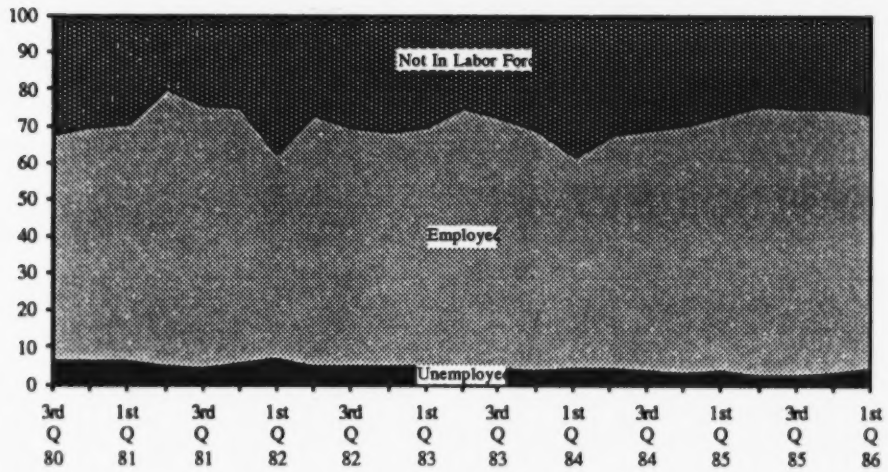

Figure 2.2 indicates that males and females had similar patterns of employment and unemployment between 1980 and 1986. However, males were employed at rates between six and eight percentage points higher than females throughout the period.[4] Females experienced substantially higher rates of unemployment than males between the third quarter of 1980 and the first quarter of 1982—two to three percentage points—but the differences were relatively smaller in the latter four years of the period.[5]

Figures 2.3 and 2.4 show the employment and unemployment rates of members of different racial/ethnic groups between 1980 and 1986. There were considerable, although inconsistent, differences in both employment and unemployment rates by race/ethnicity. In general, whites had the highest employment rates and the lowest unemployment rates of any racial/ethnic group. In contrast, blacks generally experienced higher rates of unemployment and lower employment rates than members of the other racial/ethnic groups.

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[4] All of the differences in employment rates between males and females were statistically significant with the exception of the first quarter of 1982, which was not statistically significant.

[5] The differences in the rates of unemployment were statistically significant between the third quarter of 1980 and the first quarter of 1982; differences in unemployment rates were consistently not statistically significant after the first quarter of 1982.

Figure 2.2
Percentage of 1980 High School Seniors Employed and Unemployed Between the Third Quarter of 1980 and the First Quarter of 1986 by Sex

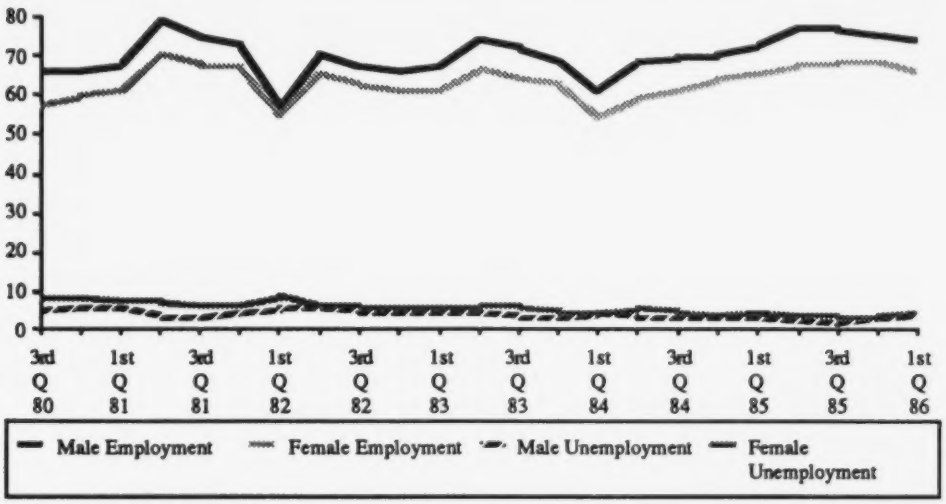
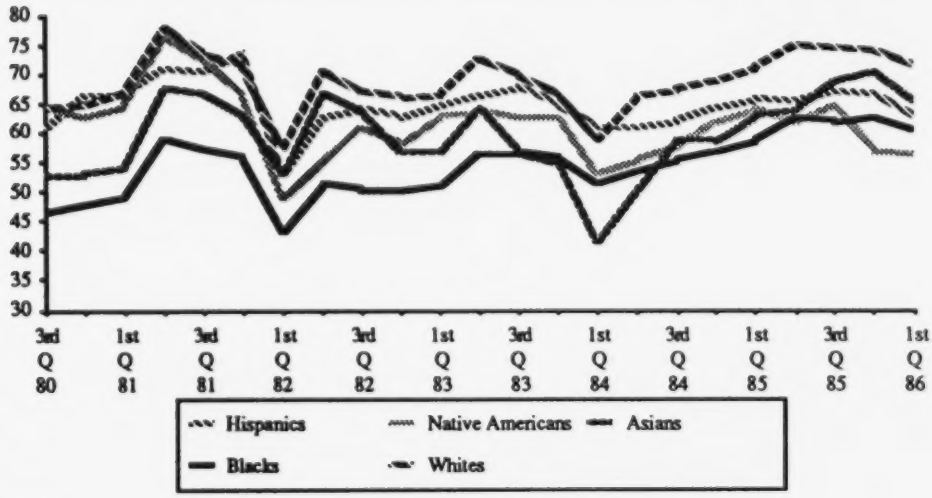
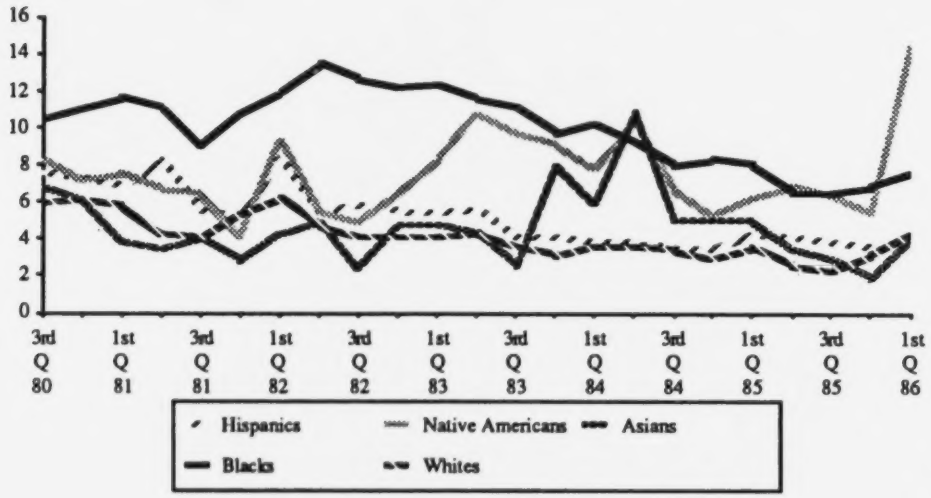


Figure 2.3
Percentage of 1980 High School Seniors Employed Between the Third Quarter of 1980 and the First Quarter of 1986 by Race/Ethnicity



However, the graphs show considerable fluctuation both in the rates of employment and unemployment, and in the relative differences of these rates between different groups.[6]

Figure 2.4
Percentage of 1980 High School Seniors Unemployed Between the Third Quarter of 1980 and the First Quarter of 1986 by Race/Ethnicity



Employment Experiences of Individuals Over Time

The previous section showed aggregate trends in employment and unemployment, but these statistics did not chart out the employment experiences of individuals. In this section the employment experiences of individuals are examined in relation to their level of educational history. Two variables were developed to capture the interaction of employment and education: "Educational History" and "Employment Experiences."

Longitudinal Measures of Education and Employment

Educational History. The Educational History variable contains four categories. These are 1) High School Diploma or Equivalent (i.e. GED), which includes those respondents who earned a high school diploma or equivalent but did not enroll in any postsecondary education; 2) Some Postsecondary Education, which includes respondents who attended a postsecondary school but who did not complete a certificate degree; 3) One- or Two-Year Postsecondary Degree, which includes those respondents who completed a vocational certificate or any two-year academic associate degree; and 4) Four-Year Postsecondary Degree or Higher, which includes those respondents who completed a B.A. or B.S. degree or higher. These categories were used to stratify members of the senior

[6] The graphs show the greatest fluctuations in rates of employment and unemployment for Asians and Native Americans, but some of this fluctuation could be accounted for by the small sample size of these groups: Asians = 346 and Native Americans = 192.

class into discrete groups to control for the amount of time respondents could have been participating full-time in the labor market in comparisons of employment experiences.[7]

Employment Experiences. The Employment Experiences variable contains four categories: 1) Full-Time Continuous Employment, 2) Intermittent Full-Time Employment, 3) Part-Time Employment, and 4) Not In The Labor Force.[8] Continuous Full-Time Employment (CFT) reflects a pattern of full-time participation in the labor force between the time that the respondent left school and February 1986. Intermittent Full-Time Employment (IFT) includes those respondents who alternated between full-time employment, part-time employment, and/or unemployment between the time they left school and February 1986. The Part-Time Employment category (PT) was reserved for respondents who worked primarily part-time between leaving school and February 1986. The Not In The Labor Force category (NILF) included those respondents who did not meet minimum requirements for inclusion in one of the other employment experience categories. Appendix A details the specific criteria used to classify respondents by education and employment experiences.

Proportion of 1980 High School Graduates in the Education and Employment Categories

Figure 2.5 shows that 32 percent of 1980 high school graduates had completed only a high school degree or equivalent by February 1986, 38 percent had completed some postsecondary education, 11 percent had completed a one- or two-year postsecondary degree, and 19 percent had completed a four-year postsecondary degree by February 1986.

The distribution of respondents across the four employment categories is shown in Figure 2.6 by level of educational history. The graph shows that seventy-two percent of those who had completed a four-year PSE degree were not in the labor force between 1980 and 1986; 17 percent of those with some PSE were not in the labor force, the next largest NILF group in percentage terms.[9] In contrast, approximately the same proportion of respondents in each educational group were employed continuously full-time. With the exception of those who earned a four-year degree, relatively large fractions of the members of each group were intermittently employed full-time, 39 percent in the some PSE and one- or two-year degree categories, and 57 percent in the high school diploma category.

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[7] Dropouts were excluded from this analysis because there were too few dropouts in the sample to produce an adequate cell size once they were stratified into the various employment and demographic classification categories.

[8] The criteria for inclusion in each of these employment categories, however, were different for different levels of education. For example, a respondent who completed high school only was considered Continuous Full-Time if he or she was working full-time between August 1981 and February 1986; a respondent completing a four-year postsecondary degree was considered Continuous Full-Time if he or she were working full-time between August 1984 and February 1986. Separate criteria were established so that respondents were classified in an employment category that described their post-education employment patterns. The employment categories are conceptually similar across educational categories, but the specific criteria of inclusion reflect the amount of time that respondents with a particular level of educational achievement could have been full-time participants in the labor force.

[9] The large fraction of respondents with a four-year degree shown as not in the labor force is probably an artifact of the classification system. In order to be included in the labor force for purposes of these longitudinal classifications, respondents with a four-year degree must have worked at least ten months between August 1984 and February 1986, and the large proportion out of the labor force probably did not meet this minimum employment requirement.

Figure 2.5
Percentage of 1980 High School Graduates by Educational History as of February 1986

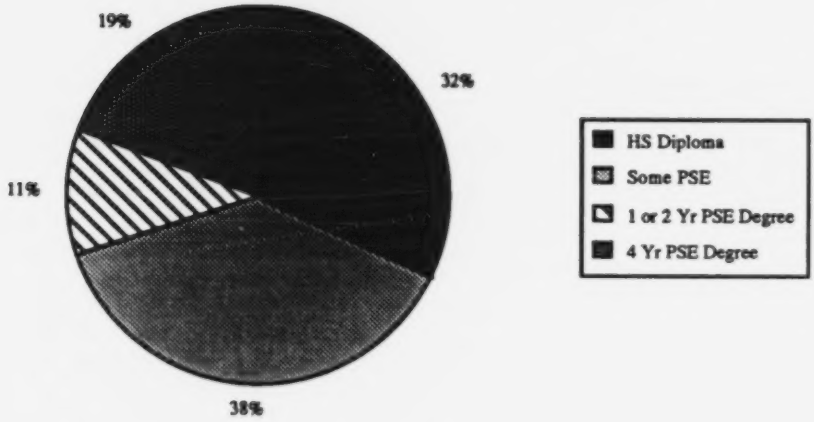
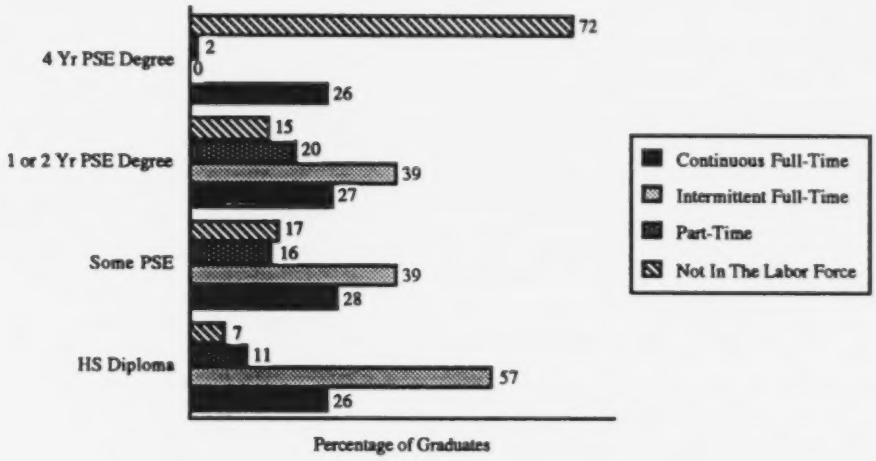


Figure 2.6
Percentage of 1980 High School Graduates With Specified Levels of Educational Achievement in the Various Employment Categories[10]



Employment Experiences of 1980 High School Graduates With A High School Diploma or Equivalent

Table 2.1 shows the percentage of 1980 high school graduates with a high school diploma only and the proportion of this group in each of the various employment categories. Thirty-two percent of high school graduates had completed only the high school degree or its equivalent by 1986; of this group, 26 percent were employed continuously

[10] Percentages do not add to 100 percent due to rounding.

full-time, 57 percent were employed intermittently full-time, 11 percent were employed part-time, and 7 percent were not in the labor force.

The employment experiences of males and females with a high school diploma were quite different. A slightly larger proportion of males than females were in this educational group, 34 percent of males and 29 percent of females. However, males were almost two times more likely to be employed continuously full-time than females (35 to 18 percent), while females were much more likely to be employed part-time (17 to 5 percent) or to be out of the labor force than males (11 percent compared to 2 percent). Similar proportions of both males and females were employed intermittently full-time.

Table 2.1
Percentage of 1980 High School Graduates With a High School Diploma, and Percentage of Those With Specified Employment Experiences Between 1980 and 1986[11]

	Percentage of Total With a High School Diploma	Of Those With A High School Diploma Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	32	26	57	11	7
Sex					
Male	34	35	58	5	2
Female	29	18	55	17	11
Race/Ethnicity					
Hispanic	41	24	59	10	7
Nat. American	38	22	64	13	2
Asian	9	15	47	18	20
Black	36	16	52	21	11
White	31	28	57	9	6

There were large differences in the proportions of the various racial/ethnic groups in this educational category, ranging from a low of nine percent of Asians to a high of 41 percent of Hispanics. In addition, there were large differences in the employment experiences of members of the different racial/ethnic groups. For example, 15 percent of Asians and 16 percent of blacks were employed continuously full-time, compared to 28 percent of whites. In contrast, blacks were employed part-time in much greater proportions than whites or Hispanics (21 percent compared to 9 and 10 percent, respectively), and were much more likely to be out of the labor force than whites (11 to 6 percent). Native Americans were least likely to be out of the labor force, with only two percent in the NILF category.

Mean wages in February 1986 did not differ across employment categories among respondents with a high school diploma, but average hours worked varied considerably.

[11] The percentages in this and the following tables may not add to 100 percent due to rounding.

(See Table 2.2.) Respondents working continuously full-time worked an average of 45 hours per week, compared to 41 hours by those who worked intermittently full-time and 28 hours by respondents working part-time.

Table 2.2
Mean Wages Earned and Average Hours Worked Per Week in February 1986 Among 1980 High School Graduates With A High School Diploma by Employment Experience[12]

	Mean Wages per Hour			Average Hours per Week		
	Continuous Full-Time	Intermittent Full-Time	Part-Time	Continuous Full-Time	Intermittent Full-Time	Part-Time
Total	$5.72	$5.79	$5.24	45.1	41.3	27.9
Sex						
Male	5.93	6.34	6.61	47.2	43.5	27.2
Female	5.28	5.08	4.76	40.7	38.3	28.1
Race/Ethnicity						
Hispanic	5.07	5.76	*	45.9	38.9	*
Black	5.20	5.51	5.61	43.4	40.9	27.6
White	5.82	5.84	4.87	45.1	41.6	28.4

*Data not shown because of the small number of respondents.

Wages did not differ across employment categories when respondents were divided by sex, but there were differences in wages between males and females within employment categories. For example, males in the CFT category earned an average of $5.93 per hour compared to $5.28 per hour by females with the same employment experience. There were even larger differences in the IFT and NILF categories. Males also worked more hours per week on average than females in both of the full-time categories. Males employed continuously full-time worked an average of 47 hours per week compared to 41 for females, and males in the intermittent category worked 44 hours per week on average to 38 hours per week by females. There were no differences in the number of hours worked among males and females employed part-time.

None of the differences across racial/ethnic groups within an employment category was statistically significant. Furthermore, only among whites were there statistically significant differences across employment categories: whites employed part-time earned an average of $4.87, while those employed continuously full-time earned an average of $5.82 per hour and those in the intermittent category earned an average of $5.84 per hour. Differences in average hours worked across racial/ethnic groups within an employment category were small, while differences across employment categories were similar to those for the population as a whole.

[12] Native Americans and Asians were excluded from this table because their numbers were too small to produce reliable estimates.

Employment Experiences of 1980 High School Graduates With Some Postsecondary Education

Thirty-eight percent of the 1980 senior class had completed some postsecondary education by 1986. (Table 2.3.) Of those, 28 percent were employed continuously full-time, 39 percent were employed intermittently full-time, 16 percent worked part-time, and 17 percent were not in the labor force.

Table 2.3
Percentage of 1980 High School Graduates With Some Postsecondary Education, and Percentage of Those With Specified Employment Experiences Between 1980 and 1986

	Percentage of Total With Some PSE	Of Those With Some PSE Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	38	28	39	16	17
Sex					
Male	37	30	41	14	16
Female	39	27	37	18	18
Race/Ethnicity					
Hispanic	38	26	33	18	23
Nat. American	32	20	37	20	23
Asian	49	17	36	28	18
Black	44	18	40	20	23
White	37	30	40	15	15

Thirty-seven percent of males and 39 percent of females had completed some postsecondary education. Unlike the high school diploma group, however, differences between the proportions of males and females in the several employment categories were small. Only among those employed part-time were the differences statistically significant, with 18 percent of females and 14 percent of males employed part-time.

The differences in the proportions of each racial/ethnic group with this level of educational achievement ranged from a low of 32 percent of Native Americans to a high of 49 percent of Asians. Once again, however, there were considerable differences in the proportions of these groups in the various employment categories. Among whites with some PSE, 30 percent were employed continuously full-time compared to 17 percent of Asians and 18 percent of blacks. In contrast, 28 percent of Asians were employed part-time while only 15 percent of whites had this pattern of employment. Differences in the intermittent full-time and NILF categories were relatively small; the only statistically significant difference was between the proportion of blacks (23 percent) and whites (15 percent) in the NILF category.

Table 2.4 shows that respondents with some PSE working full-time continuously earned less on average in February 1986 than their peers employed intermittently full-time or part-time, $5.88 per hour compared to $6.23 and $6.76 per hour, respectively. However, those employed continuously full-time worked more hours per week in February 1986 on average, 43 compared to 40 by those in the IFT category and 23 by those in the part-time category.

Table 2.4
Mean Wages Earned and Average Hours Worked Per Week in February 1986 Among 1980 High School Graduates With Some Postsecondary Education by Employment Experience[13]

	Mean Wages per Hour			Average Hours per Week		
	Continuous Full-Time	Intermittent Full-Time	Part-Time	Continuous Full-Time	Intermittent Full-Time	Part-Time
Total	$5.88	$6.23	$6.76	43.0	40.3	23.3
Sex						
Male	6.23	6.66	7.58	45.0	41.8	23.7
Female	5.53	5.83	6.10	40.9	38.9	23.1
Race/Ethnicity						
Hispanic	6.32	6.31	5.85	43.4	40.3	23.3
Black	5.29	6.04	7.19	43.1	41.0	24.5
White	5.91	6.21	6.81	43.0	40.3	23.3

Males in the CFT category earned an average of $6.23 per hour compared to $5.53 per hour by females. There were similar differences in the IFT category, $6.66 by males to $5.83 by females, and in the part-time category, $7.58 to $6.10. Males also tended to work more hours per week in the two full-time employment categories, 45 to 41 and 42 to 39 in the CFT and IFT categories, respectively. There were no differences in the number of hours worked in the part-time category.

Wage differences between members of the different racial/ethnic groups were only significant in the continuous full-time category. Blacks earned an average of $5.29 per hour compared to $5.91 per hour by whites and $6.32 per hour by Hispanics. Members of the different racial/ethnic groups worked approximately the same number of hours per week when their patterns of employment were similar.

[13] Native Americans and Asians were excluded from this table because their numbers were too small to produce reliable estimates.

Employment Experiences of 1980 High School Graduates With a One- or Two-Year Postsecondary Degree

Table 2.5 shows that 11 percent of 1980 high school seniors had completed a one- or two-year postsecondary degree by February 1986. Of this group, 27 percent worked continuously full-time after leaving school, 39 percent worked intermittently full-time, 20 percent were employed part-time, and 15 percent were not in the labor force.

Table 2.5
Percentage of 1980 High School Graduates With a One- or Two-Year Postsecondary Degree, and Percentage of Those With Specified Employment Experiences Between 1980 and 1986

	Percentage of Total With a One- or Two-Year Degree	Of Those With a 1 or 2 Year Degree Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	11	27	39	20	15
Sex					
Male	10	29	41	15	15
Female	13	25	37	23	15
Race/Ethnicity					
Hispanic	14	13	32	25	31
Nat. American	21	*	*	*	*
Asian	13	8	44	34	14
Black	10	20	40	20	19
White	11	29	38	19	13

*Data not shown because of the small number of respondents.

There were slightly more females than males in this educational history category, 13 percent compared to 10 percent, but males and females were relatively evenly divided within the employment categories. The one exception to this equal division was in the part-time employment category, which included 23 percent of females with a one- or two-year degree but only 15 percent of males.

Members of the different racial/ethnic groups were represented in somewhat different proportions in this educational category, ranging from a low of ten percent of blacks to a high of 21 percent of Native Americans. There was also wide variation in the proportion of respondents with this level of educational history in several of the different employment categories. For example, 29 percent of whites were employed continuously full-time compared to only eight percent of Asians, and 31 percent of Hispanics were out of the labor force compared to 13 percent of whites. Differences in the intermittent and part-time categories were not significant.

Table 2.6 shows wages per hour and hours per week in February 1986 by employment category among respondents with a one- or two-year postsecondary degree. The average wage per hour earned by those working continuously full-time was $6.10, substantially less than the $7.45 per hour earned on average by respondents in the intermittent full-time category. There were no statistically significant differences in wages per hour between those working part-time and those in either of the full-time categories. Unlike respondents in the other educational history categories discussed so far, there were no differences in the number of hours worked per week on average by respondents in the continuous full-time and intermittent full-time employment categories (42 compared to 41 hours per week); part-time employees worked substantially less, 26 hours per week.

Table 2.6 shows that males in the continuous full-time category earned considerably more than females with a similar pattern of employment, $6.79 per hour to $5.51 per hour. There were no differences in the other two employment categories in wages per hour. Males working continuously full-time also worked more hours per week than females, 44 compared to 41. In contrast, among those working part-time, females worked 28 hours per week compared to only 22 worked by males.

Table 2.6
Mean Wages Earned and Average Hours Worked Per Week in February 1986 Among 1980 High School Graduates With a One- or Two- Year Postsecondary Degree by Employment Experience[14]

	Mean Wages per Hour			Average Hours per Week		
	Continuous Full-Time	Intermittent Full-Time	Part-Time	Continuous Full-Time	Intermittent Full-Time	Part-Time
Total	$6.10	$7.45	$6.46	42.4	41.2	26.0
Sex						
Male	6.79	8.55	7.54	44.0	42.7	22.2
Female	5.51	6.52	5.98	41.0	40.0	27.7
Race/Ethnicity						
Hispanic	6.03	7.10	5.23	41.5	39.6	23.7
Black	5.94	5.69	*	42.1	42.7	*
White	6.12	7.59	6.40	42.5	41.1	26.4

*Data not shown because of the small number of respondents.

When the employment experiences of those with a one- or two-year PSE degree were examined by race/ethnicity, there were no differences in the number of hours within an employment category, and only in the intermittent full-time category were there any significant differences in wages. Whites with an intermittent full-time pattern of employment earned an average of $7.59 per hour compared to $5.69 earned per hour by blacks.

[14] Native Americans and Asians were excluded from this table because their numbers were too small to produce reliable estimates.

Employment Experiences of 1980 High School Graduates With a Four-Year Postsecondary Degree

Nineteen percent of 1980 high school graduates earned a B.A. or B.S. by February 1986. (Table 2.7) Of those, 26 percent worked full-time continuously between August 1984 and February 1986, two percent worked part-time, and 72 percent were not in the labor force.[15] There were no respondents with a four-year degree in the intermittent full-time category.

Table 2.7
Percentage of 1980 High School Graduates With a Four-Year Postsecondary Degree, and Percentage of Those With Specified Employment Experiences Between 1980 and 1986

	Percentage of Total With a 4 Year Degree	Of Those With a 4 Year Degree Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	19	26	†	2	72
Sex					
Male	19	30	†	2	68
Female	19	23	†	2	75
Race/Ethnicity					
Hispanic	7	27	0	4	68
Nat. American	10	*	*	*	*
Asian	29	9	0	0	90
Black	10	25	0	2	73
White	21	27	†	2	71

†Denotes less than one percent.
*Data not shown because of the small number of respondents.

Nineteen percent of both male and female high school graduates earned a four-year degree by 1986, but there were differences in the proportions of males and females represented in the different employment categories. Males were more likely to be employed continuously full-time than females, 30 percent to 23 percent, and females were more likely to be out of the labor force than males, 75 percent to 68 percent. Two percent of both males and females were employed part-time.

Table 2.7 shows that 29 percent of Asians had earned a four-year degree by 1986, as had 21 percent of whites, ten percent of blacks and Native Americans, and seven percent of Hispanics. Once again there were statistically significant differences in the proportions of

[15] The large fraction of respondents with a four-year degree shown as not in the labor force is probably an artifact of the classification system. A ten month minimum period of employment after completion of college was specified for inclusion in one of the employment categories, and the large fraction of college graduates not in the labor force probably reflects this criterion.

these racial/ethnic groups represented in the different employment categories. Nine percent of Asians were employed continuously full-time compared to 25 percent of blacks, and 27 percent of Hispanics and whites. In contrast, 90 percent of Asians were in the NILF category compared to 68 percent of Hispanics, 72 percent of whites, and 73 percent of blacks.

Table 2.8 shows the mean wages per hour and average hours worked per week in February 1986 by those working continuously full-time. The average wages of respondents with a four-year degree was $7.87 per hour, and average hours worked per week was 45. Unlike respondents in the other educational categories, males and females earned the same wages per hour; however, males worked more hours per week, averaging 47 hours compared to 43 hours by females. There were no differences in the wages and hours of respondents with different racial/ethnic backgrounds.

Table 2.8
Mean Wages Earned and Average Hours Worked Per Week in February 1986 Among 1980 High School Graduates With a Four-Year Postsecondary Degree Working Continuously Full-Time[16]

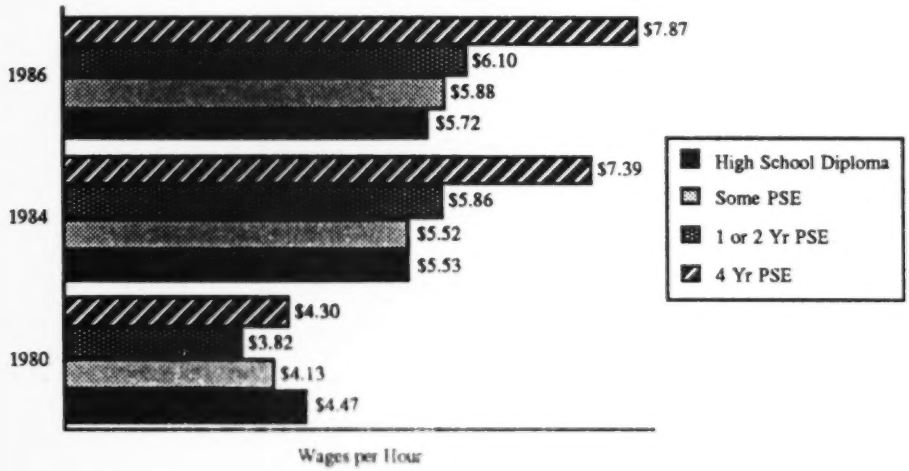
	Mean Wages per Hour Continuous Full-Time	Average Hours per Week Continuous Full-Time
Total	$7.87	44.7
Sex		
Male	7.89	46.7
Female	7.84	42.5
Race/Ethnicity		
Hispanic	8.25	44.3
Black	8.02	44.7
White	7.86	44.7

[16] Native Americans and Asians were excluded from this table because their numbers were too small to produce reliable estimates. The intermittent full-time and the part-time categories were excluded for the same reason.

Average Wages Per Hour by Level of Education and Employment Pattern

This section directly compares the wages earned by respondents with different levels of educational history but similar patterns of employment. Figure 2.7 shows graphically the average wages per hour earned by respondents with a pattern of continuous full-time employment in 1980, 1984, and 1986. The graph shows that wages were approximately the same in 1980 after graduation from high school, regardless of the respondents' future educational path. Wages were higher for all educational groups by 1985, but those with a

Figure 2.7
Average Wages of 1980 High School Graduates Working Continuously Full-Time in 1980, 1985, and 1986 by Level of Education



four-year PSE degree were earning considerably more than their peers who had taken different educational paths, $7.39 compared to $5.86 for those with a one- or two-year PSE degree, $5.52 by those with some PSE, and $5.53 by those with a high school diploma. The differences were even greater by 1986. Average wages of those with a four-year postsecondary degree were approximately 83 percent higher in 1986 than in 1980, while those with a high school diploma only saw their wages rise by 33 percent over the six year period.

Figure 2.8 presents similar information for respondents whose pattern of employment was intermittent full-time by level of education.[17] As with those working continuously full-time, respondents with greater amounts of education experienced larger percentage increases in wages than those with less education. Initially, those with a high school diploma only earned more than their peers. However, by 1986, respondents with a one- or two-year PSE degree earned substantially more than other respondents with an intermittent pattern of employment.

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[17] Figures 2.8 and 2.9 exclude respondents with a four-year PSE degree because the cell sizes were too small to produce reliable estimates.

Figure 2.8
Average Wages of 1980 High School Graduates in 1980, 1984 and 1986 Among Those Working Intermittently Full-Time by Level of Education

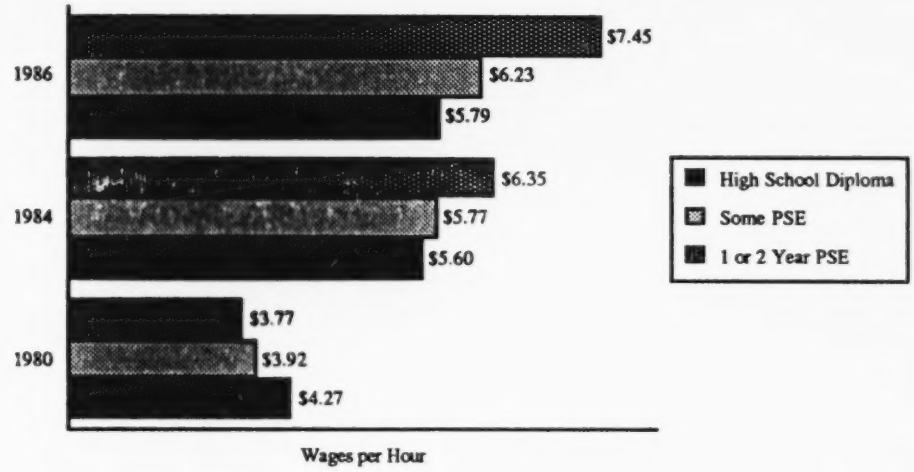


Figure 2.9
Average Wages of 1980 High School Graduates Working Part-Time in 1980, 1984, and 1986 by Level of Education

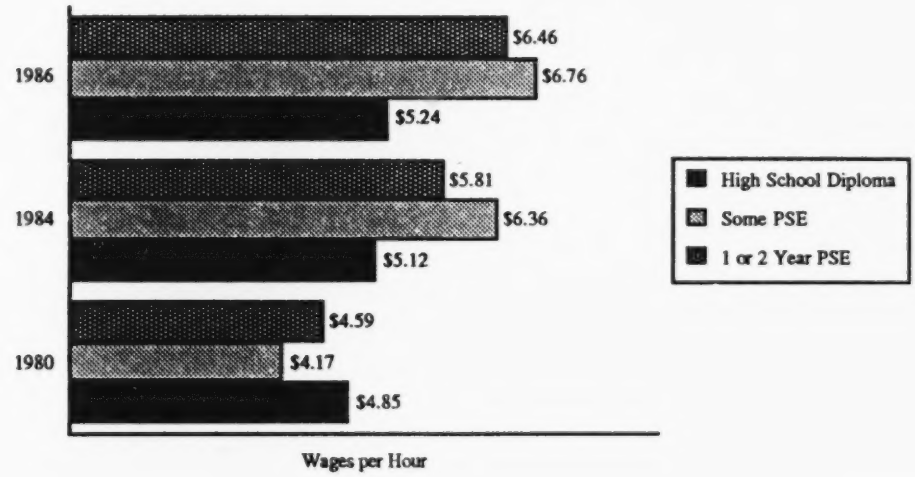


Figure 2.9 shows wages among respondents whose pattern of employment was primarily part-time. The pattern of wage increases was somewhat different among respondents employed part-time than among those working full-time. Initially there were no differences in wages. By 1984, respondents with some PSE were earning more than respondents with a high school diploma, and by 1986, those with a high school diploma only were earning less than members of both of the other educational groups. However, those with a one- or two-year degree did not earn more than their peers with some PSE.

Starting Wages of Respondents With a Bachelor's Degree

This section briefly describes the wages earned by respondents with a bachelor's degree by academic and vocational fields. Table 2.9 shows the mean hourly wages for respondents who had completed a four-year degree and were employed by February 1985 by academic field. Wages ranged from a low of $5.87 per hour earned by humanities, fine arts and foreign language majors to a high of $9.25 per hour earned by architecture, computer and engineering majors. There were no statistically significant differences between males and females with similar educational backgrounds in wages per hour.

Table 2.9
Mean Hourly Wages in February 1985 of 1980 High School Graduates Who Completed a Four-Year Postsecondary Degree by Academic Field

	Math/ Science	Social Science	Humanities/ Fine Arts/ For. Lang.	Architecture/ Computers/ Engineering	Business	Education	Other Vocational Fields
Total	$6.78	$6.84	$5.87	$9.25	$7.11	$6.19	$6.63
Sex							
Male	7.39	6.69	*	9.34	6.98	*	6.67
Female	6.15	6.99	5.46	9.07	7.28	6.24	6.56

*Data not shown because of the small number of respondents.

Summary of Findings

This chapter examined patterns of employment among 1980 high school graduates in relation to their level of educational history. This section briefly summarizes the major findings of the chapter.

Aggregate Labor Force Participation

- Approximately the same fraction of respondents were unemployed throughout the period 1980 to 1986; the fractions of students employed and not in the labor force fluctuated substantially, particularly in the first four years following high school.
- Males were employed at higher rates than females throughout the period by six to eight percentage points. Females were unemployed at higher rates than males in the first two years following high school, but this difference disappeared in the latter four years.
- Whites generally had higher rates of employment than the members of other racial/ethnic groups, and blacks generally had the lowest employment rates. In contrast, blacks were generally unemployed at higher rates than members of other racial/ethnic groups, and whites were unemployed at lower rates.

Longitudinal Patterns of Employment by Level of Education

- Patterns of employment were related to levels of education. Large fractions of each of the educational groups were employed intermittently full-time with the exception of four-year PSE degree, which showed no one in the intermittent category. However, approximately the same proportion of each educational group—26 to 28 percent—were employed continuously full-time.

- In the high school diploma only and the four-year PSE degree categories, males were more likely than females to be employed continuously full-time, and females were more likely to be out of the labor force. Females were more likely to be employed part-time than males in all educational categories except four-year PSE degree.

- Differences in wages among respondents with similar levels of education but different patterns of employment were small in the high school diploma category, but respondents working intermittently full-time earned more than respondents working continuously full-time in the some PSE and the one- or two-year PSE degree categories.

- Respondents working continuously full-time tended to work more hours than respondents working intermittently full-time, regardless of their educational history.

- Males generally earned more than females with similar patterns of employment and levels of education except in the four-year PSE degree category—males and females with this level of education earned the same wages per hour. Males also tended to work more hours than females with similar patterns of full-time employment, regardless of education.

Wages Per Hour by Education and Achievement

- Respondents with a four-year postsecondary degree had the highest overall wages per hour by 1986.

- Among members of the 1980 senior class working continuously full-time, those with a four-year postsecondary degree experienced an 83 percent increase in wages between 1980 and 1986; those with a high school diploma only experienced a 33 percent increase in wages over the same period.

- Among respondents with a four-year PSE degree, those majoring in technical fields such as architecture, computers, and engineering had the highest starting wages while those in the humanities had the lowest starting wages (wages measured in February 1985).

CHAPTER 3
FAMILY FORMATION IN THE 1980 SENIOR CLASS

This chapter explores the family formation patterns of the 1980 high school seniors. It concentrates on marriage, child rearing, household location, and household membership patterns. In addition, it describes the relationship between students' plans in 1980 and events in marriage and child rearing up to 1986. Differences by student characteristics such as sex, race/ethnicity, socioeconomic status, and education history will be identified.

Marital Patterns Among the 1980 Seniors

In the spring of 1986, over one-third (36 percent) of the 1980 seniors were married; five percent were divorced, widowed or separated; five percent were living with a partner, and the remaining 54 percent had never married (Figure 3.1). In 1986, 42 percent of the women were married while only 30 percent of the men were married at this time (Table 3.1). Similarly, women (six percent) were more likely than men (four percent) to have been divorced, widowed, or separated during the same period.

Figure 3.1
Percent of 1980 High School Seniors with Each Marital Status in 1986

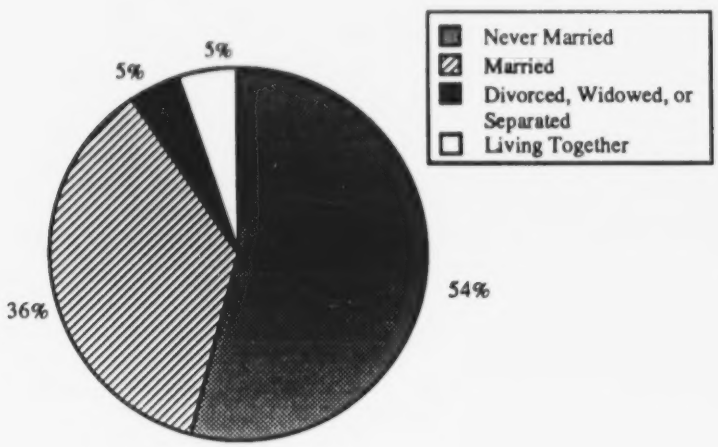


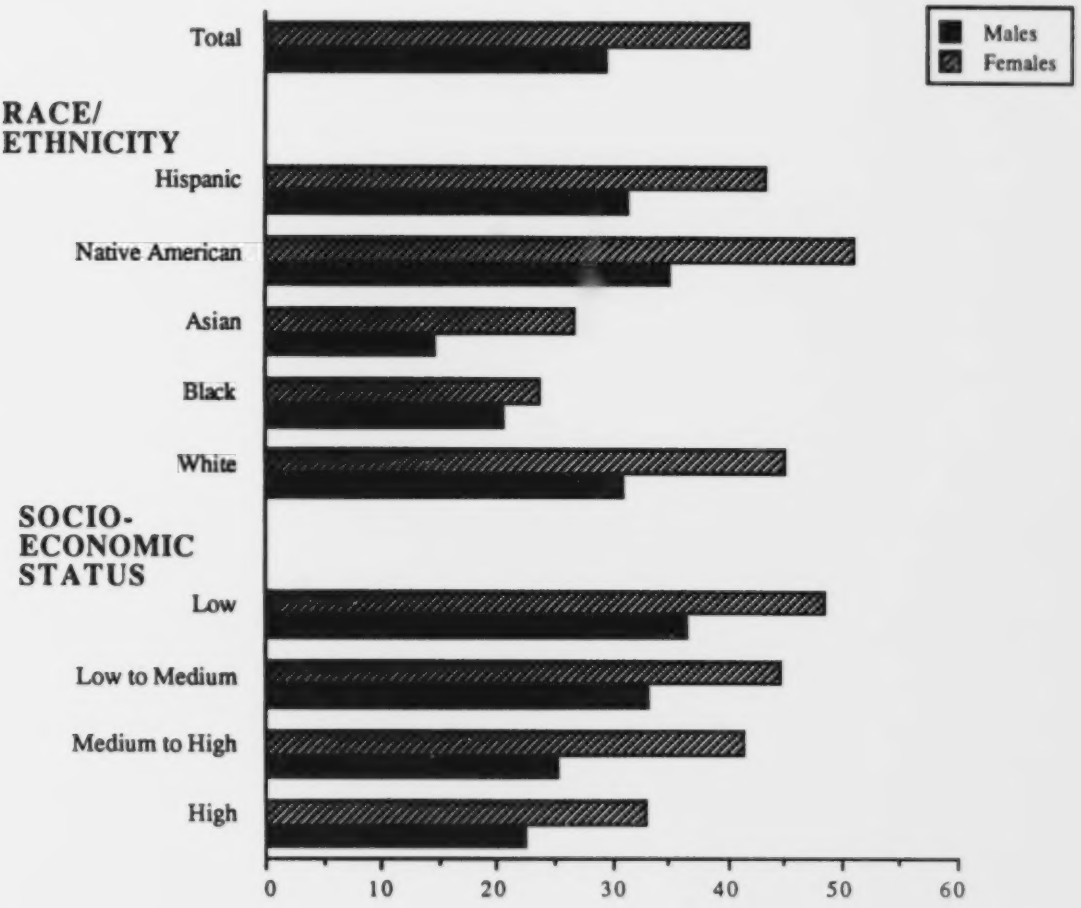
Table 3.1
Percent of 1980 High School Seniors with Each Marital Status in 1986 by Sex and Race†

	Never Married	Married	Divorced, Widowed or Separated	Living Together
Total	54	36	5	5
Sex				
Male	62	30	4	5
Female	47	42	6	5
Race/Ethnicity				
Hispanic	51	38	6	5
Native American	43	43	10	5
Asian	74	21	3	1
Black	67	23	5	6
White	52	38	4	5
SES				
Low	46	44	6	4
Low to Medium	50	40	6	5
Medium to High	56	34	4	6
High	64	28	3	5

Marital patterns varied somewhat by race and socioeconomic status. Both Asians (21 percent) and blacks (23 percent) were less likely to have been married than either whites (38 percent) or Hispanics (38 percent). Differences between other racial/ethnic groups were not statistically significant. Students with lower socio-economic status were more likely than those of higher status to be married in 1986. Forty-four percent of the 1980 seniors with the lowest socioeconomic status were married in 1986, compared to 40 percent for those with low to medium, 34 percent with medium to high status, and 28 percent with high socioeconomic status.

† Percents may not sum to 100 due to rounding error.

Figure 3.2
Percent of 1980 High School Seniors Who Were Married in 1986 by Sex, Race, and Socioeconomic Status

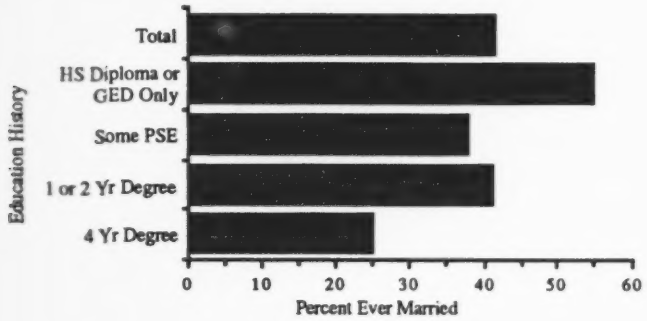


In most ethnic/racial and socioeconomic groups women had higher rates of marriage than men (Figure 3.2). Among Asians, 27 percent of the women were married compared to 15 percent of the men. Marriage rates for Hispanic women and men were 44 percent and 32 percent; for whites, the rates were 45 percent and 31 percent. In all of these instances, the differences were statistically significant. Among blacks and Native Americans, the differences between men and women were not significant. In each socioeconomic group, women were more likely than men to have been married. For example, 42 percent of the women in the medium to high socioeconomic status group were married in 1986, compared to 26 percent of the men in the same group. In general, the likelihood of being married decreased for both men and women as socioeconomic status rose.[1]

[1] Except for differences between those with low and low to medium socioeconomic status and those with medium to high and high socioeconomic status, all of the implied differences for men were statistically

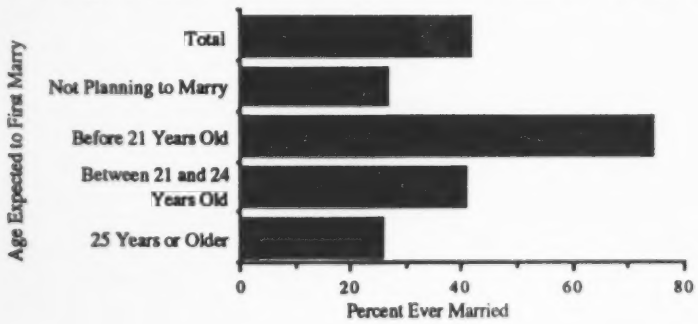
As shown in Figure 3.3, seniors who went on to postsecondary education were less likely to have ever married than those who did not continue beyond high school. Over half (55 percent) of those who did not enter postsecondary education had ever married. In contrast, 38 percent of those who had some postsecondary education, 41 percent of those who earned a one- or two-year postsecondary degree, and 25 percent of those who received a four-year degree had ever married in the same period. Additionally, students with four-year degrees were significantly less likely to have married than those with some postsecondary education or those with a one- or two-year degree.

Figure 3.3
Percent of 1980 High School Seniors Ever Married by 1986 by Education History



Students who planned to marry at relatively younger ages were more likely to do so than students who said that they planned to delay marriage (Figure 3.4). In 1986, when most students were approximately 24 years old, 85 percent of those students who said they expected to marry before they were 21 years old had married. Similarly, 41 percent of those who said they expected to marry between 21 and 24 years of age had married. In contrast, only 26 percent of those seniors who indicated that they planned to delay marriage until after they were 25 years old had ever married. About one-fourth (27 percent) of the respondents who said in 1980 that they did not expect to marry had in fact married by 1986.

Figure 3.4
Percent of 1980 High School Seniors Ever Married as of 1986 According to the Age Students First Expected to Marry in 1980



significant. For women, all comparisons were significant except for those between women with low status and those with lo to medium, as well as those with medium to high status and those with high status.

Child Rearing Patterns Among the 1980 Seniors

Six years after high school, many members of the 1980 senior class had not only married, they had begun to have children (Table 3.2). Just over one-fourth (27 percent) were parents, with 17 percent of the seniors having one child, and the remaining ten percent two or more children. Although most (96 percent) of the parents in the cohort had children by birth, ten percent of the seniors with children had step-children, and one percent had either foster or adopted children.[2]

Women in the class of 1980 were much more likely to have been parents by 1986 than their male counterparts. Only 21 percent of the men had children, whereas 32 percent of the women had children. Among men, 13 percent had one child while another seven percent had two or more children. For women, 19 percent had one child and 13 percent had two or more children.

Child rearing patterns varied considerably by race. By 1986, 30 percent of Hispanics, 41 percent of Native Americans, 16 percent of Asians, 74 percent of blacks, and 24 percent of whites had children. The differences between blacks and either whites, Asians, or Hispanics were significant. Seniors with lower socioeconomic status were more likely than those with higher status to have had children. By 1986, 42 percent of those students with the lowest socioeconomic status had children. In comparison, 28 percent of those with low to medium status had children; 21 percent of those with medium to high status; and 14 percent of those with high status.

Table 3.2 also indicates the percentage of those with different marital status that had children. Just over one-half (52 percent) of those who were married in 1986 had also had children. Fifty-seven percent of those who were divorced, widowed or separated had children, as did 26 percent of those living with partners and eight percent of those who had not yet married.

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[2] The percentage of parents with different types of children will sum to more than 100 since about one-third of the parents had two or more children. In these instances, it is possible for parents to have children in different ways. For example, students might have had one child by birth and a step-child by marriage.

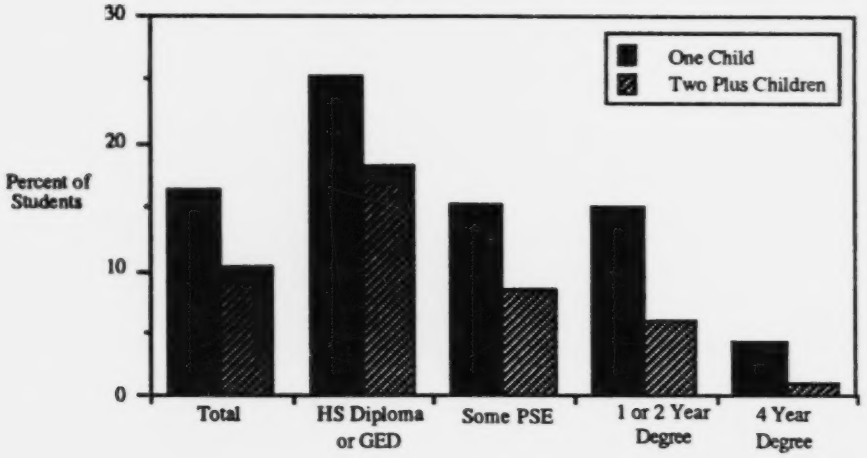
Table 3.2
Percent of 1980 High School Seniors with Children in 1986 by Sex, Race, Socioeconomic Status, and Marital Status†

	No Children	One Child	Two or More Children	
Total		73	17	10
Sex				
Male	79	13	7	
Female	68	19	13	
Race/Ethnicity				
Hispanic	64	22	14	
Native American	59	20	21	
Asian	84	10	6	
Black	26	17	41	
White	76	15	9	
SES				
Low	58	24	17	
Low to Medium	72	18	10	
Medium to High	79	12	9	
High	86	9	5	
Marital Status in 1986				
Married	48	31	21	
Divorced, Widowed or Separated	43	38	19	
Living Together	75	14	11	
Never Married	92	5	2	

Students who enrolled in postsecondary education were less likely to have had children by 1986 (Figure 3.5). Only six percent of the seniors who went on to a four-year degree had children in 1986. By comparison, 24 percent of those students with one- or two-year degrees had one or more children. For those who were enrolled but did not complete some postsecondary degree by 1986 the proportion was 34 percent. Over one-half (53 percent) of those who did not enroll in any type of postsecondary education had children.

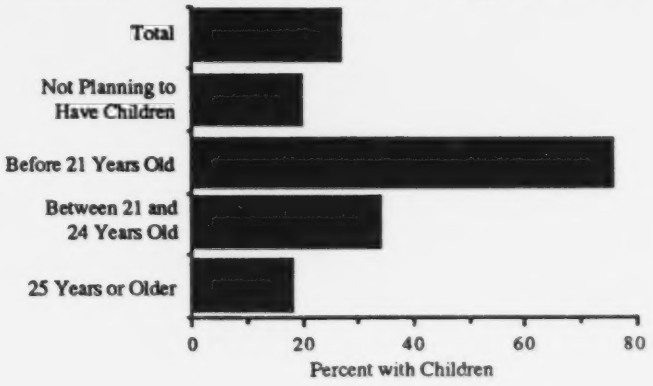
† Percents may not sum to 100 due to rounding error.

Figure 3.5
Percent of 1980 High School Seniors with Children in 1986 by Education History



As shown by Figure 3.6, parenting among the 1980 seniors closely followed plans stated in earlier surveys. That is, students who said they expected to have children at earlier points in their adulthood were much more likely to have had children than those students who planned to postpone or not have children. Among students who reported that they expected to have children before they were 21 years old 76 percent had children. Thirty-four percent of the seniors who said they would have their first child between ages 21 and 24 had children. Eighteen percent of those students who planned to have children after they were 25 years or older were parents. Finally, 20 percent of those students who said they were not planning to have children did so.

Figure 3.6
Percent of 1980 High School Seniors with Children in 1986 by the Age Students Expected to Start Having Children

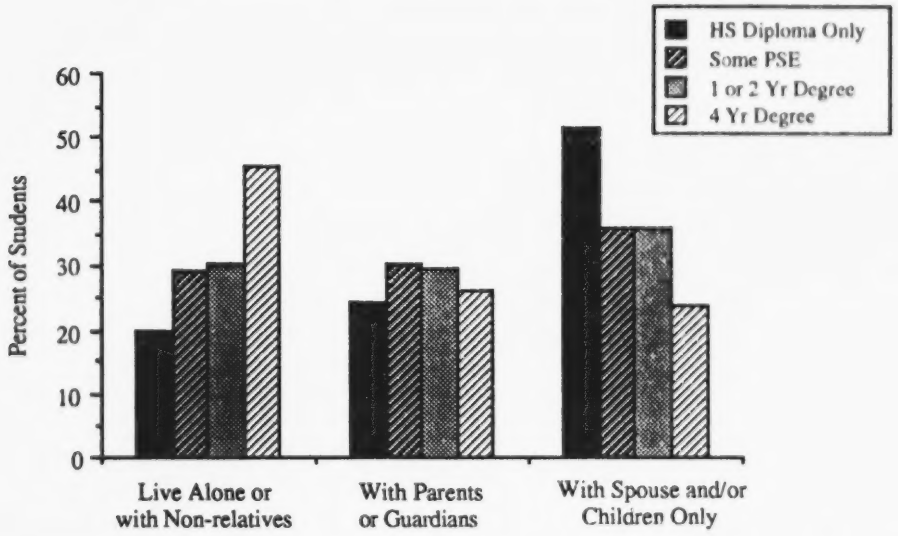


Household Location and Composition Among the 1980 Seniors

Figure 3.7 shows the differences between the household composition of students with varying levels of postsecondary education. Most students fit into one of three categories: they lived alone or with non-relatives; with their parents or guardians; or with their spouse and/or children.[3] Although some differences were statistically significant, the differences in the proportion of respondents who still lived with their parents was small. Twenty-four percent of the students who did not enroll in some postsecondary education lived with their parents. Thirty-one percent of those who had some postsecondary education but no degree lived with their parents. For students with postsecondary degrees, 30 percent of those with one- or two-year degrees and 26 percent of those with four-year degrees lived with parents.

Students who completed their four-year degrees by 1986 were more likely to reside by themselves or with non-relatives than their peers with less postsecondary education. The proportion of students with four-year postsecondary degrees (46 percent) who lived alone or with non-relatives was significantly different from the proportion of students who had one- or two-year degrees (30 percent), from the proportion of students with some postsecondary education (30 percent), and the proportion of students with no postsecondary education (19 percent). Correspondingly, students who did not enter any type of postsecondary program were more likely to have been living with spouses and/or children (51 percent) than students with postsecondary education. Thirty-six percent of those students who had either some postsecondary education or a one- or two-year degree lived with their spouses or children. A proportionately small number (24 percent) of those students with four-year degrees lived with their spouses and/or children.

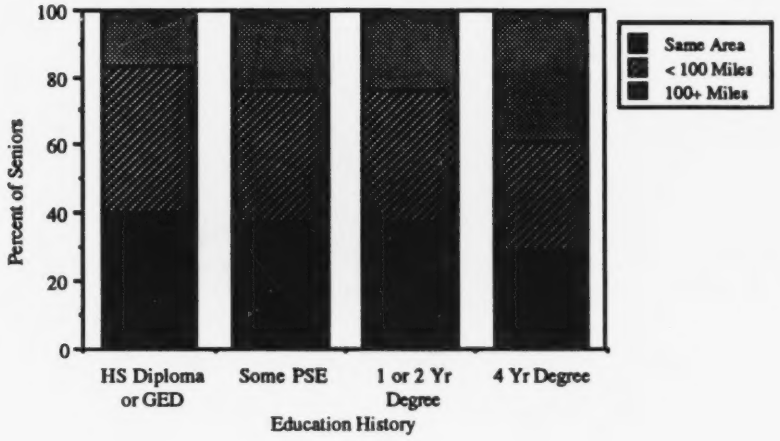
Figure 3.7
Percent of 1980 High School Seniors in Each Household Grouping by Education History



[3] These categories are mutually exclusive. Students who lived with both their parents or guardians and either non-relatives, spouses, or their children were placed into the "with parents or guardians" category. Most students fit into one of these three categories. In the case of students with high school diplomas only, for example, 96 percent fell into one of the categories described.

Seniors who went on to receive a four-year degree were less likely than others to have remained in the same area where they attended high school. Figure 3.8 shows the distance between students' high school areas and their residence in 1986 by educational history. Twenty-nine percent of those students who received four-year degrees remained in the same area where they attended high school. In comparison, 37 percent of those who received one- or two-year degrees, 37 percent of those with some postsecondary education, and 40 percent of those who did not enroll in any postsecondary education lived in the same area where they attended high school. Students who earned bachelor's degrees were particularly likely to have moved over 100 miles away from where they went to high school. The proportion who lived more than 100 miles away from their high school residences ranged from 39 percent for those with four-year degrees to 17 percent for those with no postsecondary education.

Figure 3.8
Distance Between High School Area and Residence in 1986 for 1980 High School Seniors by Education History



Summary of Findings

In this chapter exploring family formation, three major findings have been made about marriage and children among the 1980 seniors.

- In general, women were more likely than men to have begun family formation. That is, by 1986, they were more likely to have ever married and more likely to have had children.

- Those seniors who went on to postsecondary education were more likely to delay family formation than those who did not continue their education beyond high school. Students who were enrolled in or who had completed some form of postsecondary education were less likely to have ever married or had children.

- Plans articulated during the senior year corresponded closely to actual events. Those who planned to marry or have children at younger ages were more likely to have married or had children than those who planned to delay family formation.

CHAPTER 4
PARTICIPATION AND ATTITUDES OF THE 1980 SENIOR CLASS

This chapter presents information on several attitudinal and behavioral measures. The attitudinal data include two social psychological measures—self-concept and internal-external locus of control—and responses to a series of questions about sex roles. The behavioral data describe seniors' integration into community life (measured by voting and registration for local, state, and national elections), and membership in voluntary organizations.

There are three major classification variables used in this chapter: sex, race/ethnicity and educational attainment by 1986. In addition to these variables, one measure of students' expectations for the future, postsecondary educational plans in 1980, is used to examine differences in self-concept and locus of control scores.

Self-Concept and Locus of Control

The base year, first and third follow-up surveys asked 1980 seniors a number of questions designed to measure self-concept, and locus of control. Questions on self-concept asked seniors about their attitude toward themselves and their sense of worth relative to other people. Questions about locus of control asked them about the extent to which they believed events in their lives were affected by their own actions or were under the control of factors like luck, fate, or other people. Answers to the self-concept and locus of control questions were consolidated into scales for each survey period. Scores for self-concept and locus of control were assigned to each student, based on their answers to these questions.[1] Low scores on the self-concept scale reflect low assessments of self-worth, while high scores reflect high assessments of self-worth. Low scores on the locus of control scale indicate students' beliefs that their efforts were less important in affecting their lives than fate, luck or other people, while high scores reflect a greater sense of personal control.

Differences in Self-Concept Scores

Table 4.1 shows average self-concept scale scores separately for men and women and by race/ethnic group status. In addition, Table 4.1 shows differences in self-concept scores by one measure of educational aspirations collected in 1980 (how much postsecondary education students expected to obtain) and by one measure of educational accomplishment (highest credential achieved at the time of the third follow-up in 1986).

[1]Complete information about the items included in each scale are reported in Appendix A.

Table 4.1
Mean Self-Concept Scores by Sex, Race/Ethnicity, 1980 Postsecondary Education Plans, and Educational Attainment as of 1986

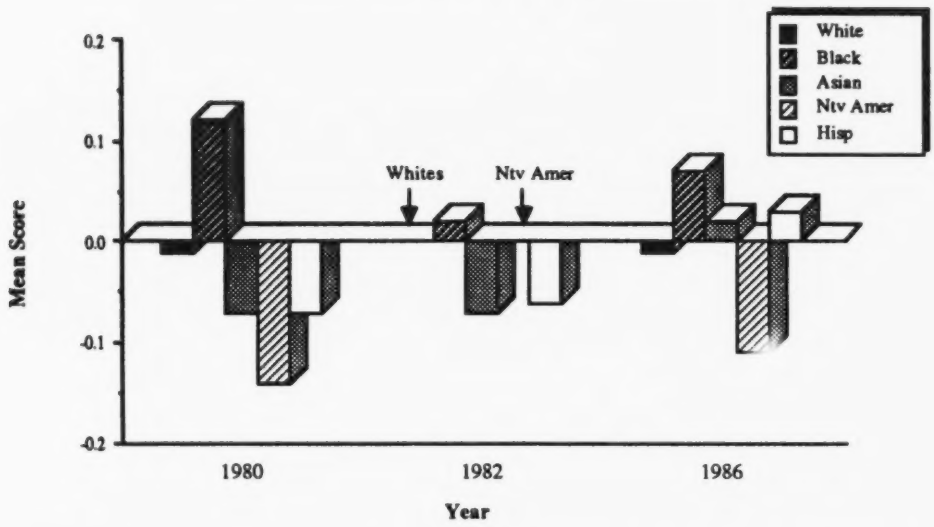
	1980	1982	1986
SEX			
Male	0.06	0.04	0.03
Female	-0.06	-0.04	-0.03
RACE/ETHNICITY			
Hispanic	-0.07	-0.06	0.03
Native American	-0.14	0.00	-0.11
Asian	-0.07	-0.07	0.02
Black	0.12	0.02	0.07
White	-0.01	0.00	-0.01
PSE PLANS IN 1980			
None	-0.13	-0.14	-0.16
Voc/Tech	-0.10	-0.05	-0.15
Less Th 4 Yr	-0.08	-0.02	0.00
BA/BS	0.07	0.03	0.09
Advanced Degree	0.20	0.15	0.17
EDUCATIONAL ATTAINMENT[2]			
No High School Diploma	-0.05	-0.17	-0.38
High School Diploma	-0.05	-0.04	-0.05
License or Certificate	-0.01	0.03	0.00
2-3 Year Vocational Degree	-0.06	-0.06	0.01
4 Year BA or Higher	0.17	0.14	0.18

Table 4.1 shows that the average self-concept score for men was .06 in 1980 and .03 in 1986, while the average score for women was -.06 in 1980 and -.03 in 1986. For all three periods, men's scores were significantly higher than women's.

There were also important differences in average self-concept scores according to racial/ethnic group status. Blacks had significantly higher scores than any other group in 1980, and their scores were again higher than whites in 1986 (see Figure 4.1)

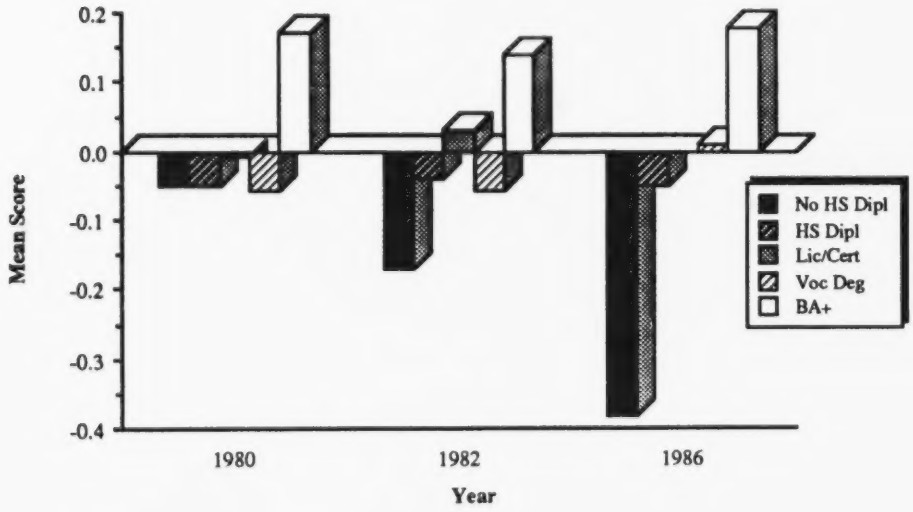
[2]This variable is one of the standard HS&B classification variables. It differs from the educational attainment variable used in Chapter 1 in that the "license/certificate" category includes students who had no postsecondary education.

Figure 4.1
Mean Self-Concept Scores by Race/Ethnicity



High postsecondary aspirations were associated with high self-concept scores. For seniors who did not expect to complete any postsecondary education, the average self-concept score was -.13, while the corresponding figures for those seniors who expected to complete a BA/ BS or an advanced degree were .07 and .20, respectively. Similar patterns occurred in 1982 and in 1986.[3]

Figure 4.2
Mean Self-Concept Scores by Educational Attainment



[3]All differences were significant except for the difference between BA/BS and less than four year degree in 1982.

High educational accomplishment was also associated with high self-concept scores (see Figure 4.2). The average score in 1986 for 1980 seniors who completed a BA/BS degree or higher was .18 compared to .01 for students who completed a two- or three-year vocational degree, -.05 for those with only a high school diploma, and -.38 for high school dropouts.[4]

Locus of Control

Responses to questions about locus of control were scored so that low scores reflect students' beliefs that external forces or individuals were controlling their fate, while high scores reflect students' beliefs that they themselves could affect events in their lives. Table 4.2 reports differences in locus of control scores by sex, race/ethnicity, postsecondary plans and educational attainment.

Table 4.2
Mean Locus of Control Scores by Sex, Race/Ethnicity, 1980 Postsecondary Education Plans, and Educational Attainment as of 1986

	1980	1982	1986
SEX			
Male	-0.06	-0.04	-0.03
Female	0.05	0.04	0.03
RACE/ETHNICITY			
Hispanic	0.19	-0.17	-0.19
Native American	-0.22	-0.26	-0.20
Asian	-0.06	-0.10	-0.05
Black	-0.26	-0.32	-0.28
White	0.05	0.06	0.06
PSE PLANS IN 1980			
None	-0.35	-0.27	-0.32
Voc/Tech	-0.12	-0.10	-0.11
Less Th 4 Yr	-0.02	0.02	0.03
BA/BS	0.16	0.14	0.15
Advanced Degree	0.28	0.22	0.24
EDUCATIONAL ATTAINMENT			
No High School Diploma	-0.65	-0.49	-0.53
High School Diploma	-0.09	-0.07	-0.08
License or Certificate	-0.07	-0.06	-0.06
2-3 Year Vocational Degree	0.03	0.07	0.08
4 Year BA or Higher	0.30	0.24	0.28

Note: Low scores indicate an external orientation, high scores indicate an internal orientation.

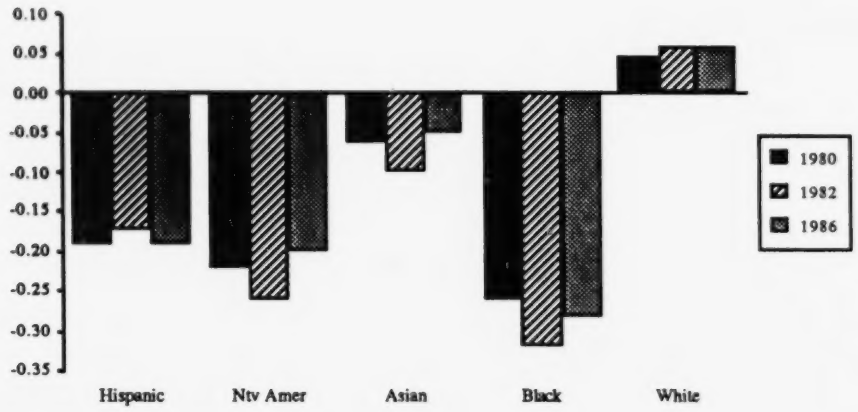
In 1980, the difference between men and women was .11 scale points. Six years later, this difference had narrowed by about half (.06 points). Nevertheless, women were

[4]There were only 55 1980 seniors who had not completed a high school diploma or equivalent by 1986.

still more likely than men to have higher locus of control scores, reflecting feelings of greater control over events in their lives.

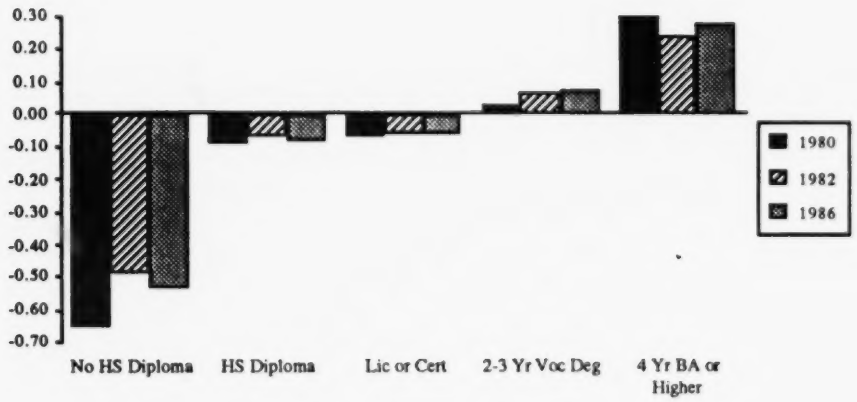
Figure 4.3 shows average locus of control scores by race/ethnic group status for 1980, 1982 and 1986. Whites were significantly more likely than blacks, Hispanics or Native Americans in each period to believe they could control what happened to them.[5]

Figure 4.3
Mean Locus of Control Scores by Race/Ethnicity



Successive levels of education were associated with more internally oriented locus of control scores with one exception: the difference between attaining a high school diploma and earning a certificate or license was not statistically significant (see Figure 4.4).

Figure 4.4
Mean Locus of Control Scores by Educational Attainment



[5]The difference between whites and Asians was not significant in 1980 or 1986.

Civic Participation

As members of the 1980 senior class grew older, they broadened their participation in their communities. This section reports on two forms of this participation: voting and membership in voluntary organizations.

Voting and Registration

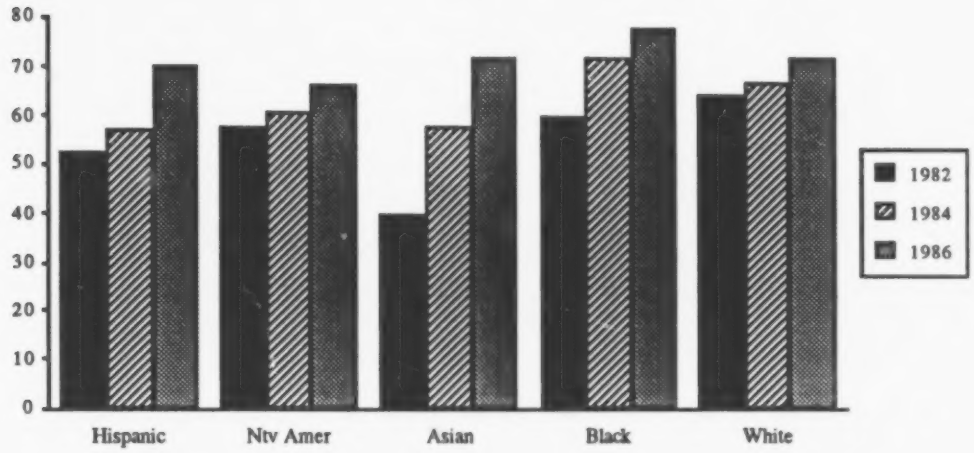
In 1982 and again in 1984 and 1986, HS&B asked members of the senior cohort if they were registered to vote and if they had voted in any election in the preceding two years. Their responses to these questions are shown in Table 4.3. The overall proportion registered rose from 62 percent in 1982 to 67 percent in 1984 and 72 percent in 1986. The proportion who reported voting, however, fell below the proportion registered in each period (50, 47, and 61 percent). There were no important differences between men and women in either registration or voting There were, however, significant differences by race/ethnic group status and educational attainment.

Table 4.3
Percent of 1980 Seniors Registered to Vote and Percent Voting in 1982, 1984, and 1986 by Sex, Race/Ethnicity and Educational Attainment as of 1986

	Registered to Vote 1982	Registered to Vote 1984	Registered to Vote 1986	Voted 1982	Voted 1984	Voted 1986
TOTAL	62	67	72	50	47	61
SEX						
Male	63	66	72	51	47	60
Female	62	67	73	50	48	61
RACE/ETHNICITY						
Hispanic	53	57	70	41	39	53
Native American	57	60	66	49	50	54
Asian	40	58	72	32	44	57
Black	60	72	78	41	50	62
White	64	67	72	53	48	61
EDUCATIONAL ATTAINMENT						
No High School Diploma	44	38	48	31	20	32
High School Diploma	58	62	68	46	43	55
License or Certificate	61	65	74	49	50	61
2-3 Year Vocational Degree	67	72	76	54	51	64
4 Year BA or Higher	77	81	86	66	58	79

Figure 4.5 shows that registration increased for each race/ethnic group between 1982 and 1986, but this increase was especially dramatic for Asians. The percent of Asians registered to vote rose from 40 percent to 72 percent. The next largest increases occurred among Hispanics (+17 percent) and blacks (+18 percent). Differences in the proportion registered to vote between whites, and blacks, Hispanics, and Asians diminished rapidly. By 1984, blacks reported being registered at rates higher than whites (72 versus 67 percent), a situation repeated in 1986 (78 versus 72 percent). By 1986, differences in registration between both whites and Asians and whites and Hispanics that had been significant in 1982 and 1984 were no longer large or statistically significant.

Figure 4.5
Percent of 1980 Seniors Registered to Vote by Race/Ethnicity



Whereas Figure 4.5 shows that registration increased in each period for each group, Figure 4.6 shows that similar increases did not occur in voting. Whites, for example, reported lower proportions voting in 1984 than in 1982. As with the data for voter registration, Asians reported the largest increase in voting between 1982 and 1986 (from 32 to 57 percent), followed by blacks (41 to 62 percent) and Hispanics (41 to 53 percent). There were no statistically significant differences in the proportions of whites and blacks, and whites and Asians who reported voting in 1984 or 1986. Proportionately fewer Hispanics than whites, however, voted in each period.

Figure 4.6
Percent of 1980 Seniors Voting by Race/Ethnicity

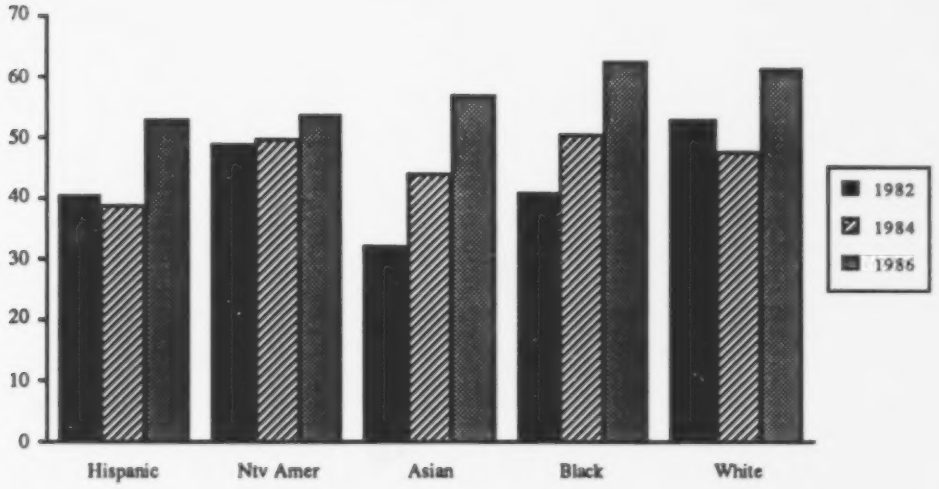


Table 4.3 also presents information on registration and voting by educational attainment as of 1986. In general, educational attainment in 1986 was associated with significantly higher proportions of respondents who were registered to vote and who voted in 1982, 1984, and 1986. For example, 31 percent of those without a high school diploma said they were registered to vote in 1982, compared to 58 percent of high school graduates, 67 percent of those with vocational degrees, and 77 percent of four year college graduates.[6] By 1984, these proportions were 38 percent of dropouts, 62 percent of high school graduates, 72 percent of those with vocational degrees and 81 percent of those with a BA/BS or higher degree. Finally, by 1986, 48 percent of dropouts, 68 percent of high school graduates, 76 percent of those with vocational degrees, and 86 percent of college graduates reported being registered. Voting differences among dropouts, high school graduates, vocational degree holders and college graduates followed a similar pattern: higher attainment was associated with significantly higher likelihood of voting.[7]

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[6]The difference between dropouts and those with a high school diploma was not significant. These comparisons exclude those respondents with licenses or certificates. In general, this group did not differ systematically from its neighbors.

[7]For 1982, the difference between dropouts and high school graduates was not statistically significant. For 1984 and for 1986, all differences were significant.

In 1982 and again in 1986, members of the 1980 senior class were asked about their participation in voluntary organizations.[8] We counted the number of organizations for which "active" membership was noted. Group means for these counts appear in Table 4.4.

Table 4.4
Mean Number of Voluntary Organizations by Sex, Race/Ethnicity and Educational Attainment as of 1986

	1982	1986
SEX		
Male	0.71	0.85
Female	0.72	0.72
RACE/ETHNICITY		
Hispanic	0.55	0.65
Native American	0.84	0.78
Asian	0.65	0.84
Black	0.73	0.84
White	0.74	0.79
EDUCATIONAL ATTAINMENT		
No High School Diploma0.18	0.35	
High School Diploma	0.64	0.70
License or Certificate	0.71	0.73
2-3 Year Vocational Degree	0.78	0.79
4 Year BA or Higher	0.97	1.10

[8]There were seven types of organizations that appeared both times; these seven formed the basis of the counts. A detailed listing of the types of organizations is reported in Appendix A.

There was no significant difference in participation between men and women in 1982, but four years later men had a higher level of participation (.85 versus .72). Figure 4.7 shows participation in voluntary organizations for each racial/ethnic group. At both times, Hispanics had significantly lower mean participation scores than either whites or blacks.

Figure 4.7
Membership in Voluntary Organizations by Race/Ethnicity

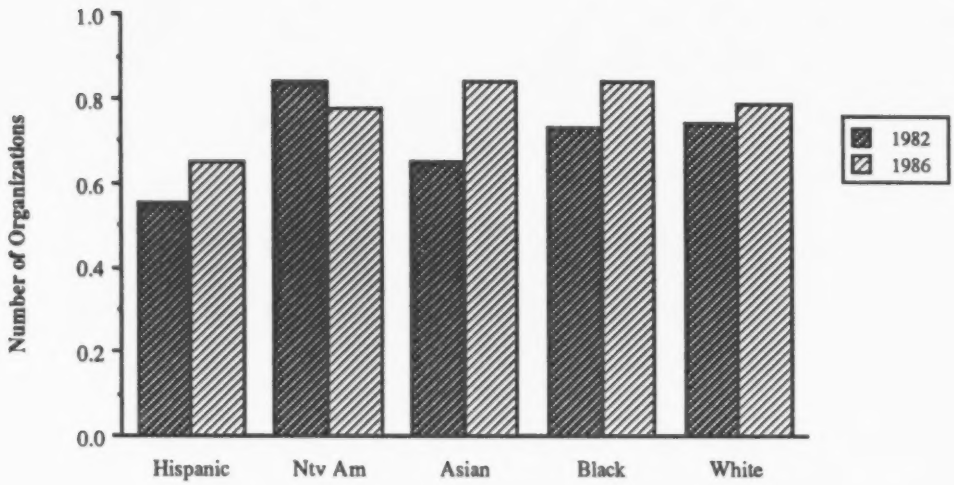
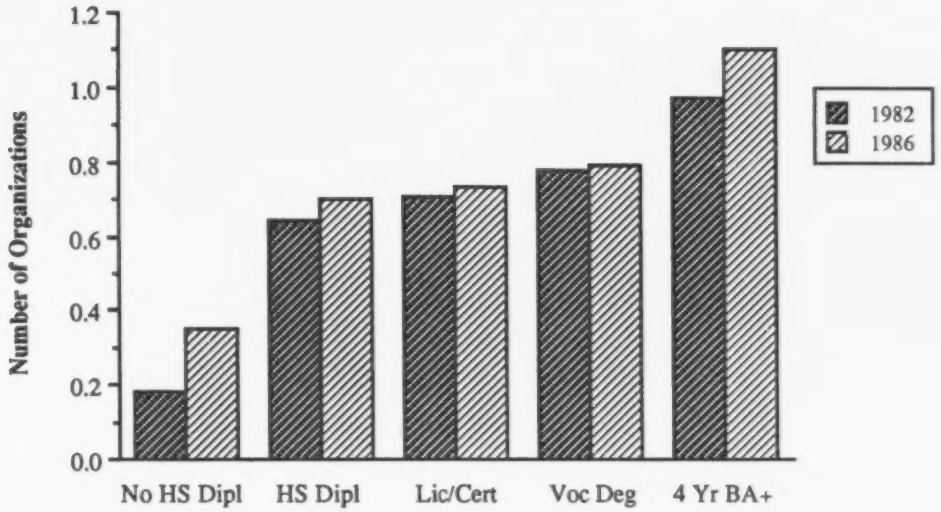


Figure 4.8 shows that participation in voluntary organizations increased with increasing levels of educational attainment. While the mean number of organizations for high school dropouts was .18 in 1982, high school graduates had a mean of .64, vocational degree holders a mean of .78, and college graduates a mean of .97.[9] Four years later, dropouts still had the lowest mean involvement of any educational grouping, .35, while high school graduates had a mean of .70, vocational degree holders a mean of .79, and college graduates a mean of 1.10.[10]

[9]The differences between holders of certificates/licences and high school grads, and certificates/licences and vocational degree holders were not significant at $p \leq .05$.

[10]The difference between high school grads and vocational degree holders was not significant at $p \leq .05$.

Figure 4.8
Membership in Voluntary Organizations by Educational Attainment



Attitudes About Sex Roles

For the first time, the third follow-up survey for High School and Beyond asked 1980 seniors how much they agreed or disagreed with various statements about sex roles. Table 4.5 presents responses to these statements separately for men and for women.

There were significant differences between men and women on every statement. For example, 45 percent of men "strongly agreed" that men and women should be paid the same for doing the same work compared to 79 percent of women. Fifty-two percent of men compared to 76 percent of women strongly agreed that women and men should have the same educational opportunities. Women were twice as likely to strongly agree that women should be considered as seriously as men for jobs as executives or politicians. Men and women disagreed about whether a preschool child is likely to suffer if the mother works. Eight percent of men "strongly agreed", and another 31 percent "agreed", compared to five and 22 percent of women.

Table 4.5

Percent of 1980 Seniors Agreeing-Disagreeing with Various Statements about Sex Roles by Sex

	Strongly Agree	Agree	Disagree	Strongly Disagree
A Working Mother of Pre-School Children Can Be Just as Good a Mother as a Woman Who Doesn't Work				
Male	20	53	22	5
Female	37	44	14	4
It's Usually Better for Everyone Involved if the Man is the Achiever Outside the Home and the Woman Takes Care of the Home and Family				
Male	5	25	54	16
Female	5	19	45	31
Men and Women Should Be Paid the Same for the Same Work				
Male	45	51	3	1
Female	79	20	1	0
Most Women Are Happiest When Making a Home and Caring for Children				
Male	3	29	59	10
Female	4	23	56	17
A Woman Should Have Exactly the Same Educational Opportunities As a Man				
Male	52	47	2	0
Female	76	22	1	0
A Preschool Child is Likely to Suffer if the Mother Works				
Male	8	31	53	8
Female	5	22	52	20
Women Should Be Considered as Seriously as Men for Jobs as Executives or Politicians				
Male	32	59	8	1
Female	64	32	3	0
Other Things Being Equal, a Woman's Job Should Be Considered as Seriously as a Man's in Making Decisions about Whether to Move,Where to Live, Etc.				
Male	34	58	7	1
Female	59	36	4	1

Summary of Findings

This chapter examined 1980 seniors' scores on two social psychological measures (self-concept and locus of control), participation in voluntary organizations and voting, and opinions about sex roles. The major findings in each area were the following:

Self-Concept and Locus of Control

- Men had higher self-concept scores than women for all three survey periods. Women, however, were more likely to feel they could control events affecting their lives (an internal locus of control orientation).

- Blacks had higher self-concept scores than whites in 1980 and in 1986. In each period, blacks and other minorities were less likely than whites to feel they were able to affect events in their lives.

- In general, the more education 1980 seniors completed, the higher their self-concept score and the more likely they were to feel that events affecting their lives could be affected by their actions.

Civic Participation

- The proportion of 1980 seniors who reported being registered to vote rose from 62 percent in 1982 to 72 percent in 1986. The proportion who actually voted, however, ranged from 50 percent in 1982 to 61 percent in 1986.

- There were no significant differences between men and women in either registration or voting. Registration for Asians, blacks and Hispanics increased between 1982 and 1986, and by 1984, blacks reported being registered at a higher proportion than whites.

- While whites were more likely than blacks, Hispanics or Asians to have voted in 1982, they were no more likely than blacks or Asians to have voted in 1984 or 1986. Hispanics continued to vote at significantly lower rates than whites.

Opinions About Sex Roles

- There were statistically significant differences between men and women on each of eight statements about sex roles.

APPENDIX A
Methodology and Technical Notes

The High School and Beyond Study has produced a longitudinal data base with a nationally representative sample of over 58,000 1980 high school sophomores and seniors. As part of the long-term National Center for Education Statistics data collection program, the National Education Longitudinal Studies, HS&B provides the most contemporary information available on these students. Both the 1980 senior and sophomore samples were surveyed in 1980, 1982, 1984, and 1986.

The survey sample was designed to include sufficient students of particular interest in policy questions by over-sampling of schools with high minority populations, alternative public schools, and private schools with high-achieving students. Follow-up surveys retained students in these groups at higher rates than other students.

The base year and follow-up surveys obtained extensive information on each student. Students have reported on such matters as their demographic characteristics, educational experiences, employment experiences, and family formation. In addition, students answered attitudinal questions relating to their self-concept, locus of control, and orientation toward work. Data on high school characteristics and location were also included. These data sets provided all of the information on student characteristics and activities described in this report. For further details concerning the HS&B data, interested readers should consult *High School and Beyond 1980 Senior Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987) .

The 11,227 HS&B seniors used as the basis for this report are those who participated in the third follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with HS&B third follow-up data, FU3WT. Some of these students did not participate in all of the previous surveys and are missing some information. When this is the case, these students are excluded from estimates that require that information.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors happen because observations are made only on samples of students, not on entire populations. Nonsampling errors happen not only in surveys of sample groups but also in complete censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all schools in the sample (some students or schools refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and estimating missing data.

The accuracy of a survey result is determined by the effect of sampling and nonsampling errors. In surveys with sample sizes as large as those in the HS&B study, sampling errors generally are not the primary concern, except where separate estimates are made for relatively small subpopulations such as Asian-Americans or American Indians. In this report, small sample sizes were not usually a problem.

The nonsampling errors are difficult to estimate. The major sources of nonsampling error considered were nonresponse bias and the reliability and validity of the data. The HS&B instrument response rates were all above 85 percent and the item response rates within instruments, for the items use to develop the estimates in this report, were above 95 percent. The weights used to calculate the estimates were constructed in a fashion that compensated for instrument nonresponse. Earlier investigations of nonresponse bias found no major problems (see *High School and Beyond First Follow-up (1982) Sample Design Report*, by R. Tourangeau, H. McWilliams, C. Jones, M. Frankel, and F. O'Brien, Chicago: National Opinion Research Center, 1983).

The reliability and validity of the HS&B data have been examined in *Quality of Responses of High School Student to Questionnaire Items* (W. Fetters, P. Stowe, and J. Owings, Washington: National Center for Education Statistics, 1984). This study found that the reliability and validity of responses vary considerably depending on the item and the characteristics of the respondent. Contemporaneous, objective, and factually-oriented items are more reliable and valid than subjective, temporally remote, and ambiguous items. Older, white, or high-achieving students provide more reliable and valid responses than do younger, minority group, or low-achieving students. The estimates in this publication are reasonably reliable and valid.

Statistical Procedures

The descriptive comparisons in this report were based on **Student's t** statistics. Comparisons based on the tables include the estimates of the probability of a Type I error, or significance level. The significance levels were determined by calculating the **Student's t** values for the differences between each pair of means or proportions and comparing these to published tables of significance levels for two-tailed hypothesis testing. To obtain the confidence level for these comparisons, the significance may be subtracted from 1. For example, a $p<.01$ indicates a confidence of at least 99 percent (1 - 0.01 = 0.99).

Standard errors and unweighted Ns are included in the appendix in each descriptive table for interested readers. **Student's t** values may be computed for comparisons using these tables' estimates with the following formula:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. First, the test may make comparisons based on large **t** statistics appear to merit special attention. This can be misleading, since the magnitude of the **t** statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large **t** statistic.

The second hazard is that, when making several **t** tests, is becomes increasingly likely that at least one of them will give a misleading result. When there is really no difference between the means or percentages being compared, there is still a five percent chance of

getting a t value of 1.96 from sampling error and thus a result that is statistically significant at the .05 level. Although this five percent risk seems acceptable for a single t test, the risk of getting at least one t value of 1.96 in a series of t tests goes up alarmingly. For five t tests, the risk of getting one misleading t score grows to 23 percent; for ten t tests, it grows to 40 percent; and for 20 t tests, the risk of getting one t value of 1.96 from sampling error increases to 64 percent.

The risk of finding a significant t score as a result of sampling error decreases for t scores over 1.96. Many of the comparisons discussed in this descriptive report produce t scores far large than 1.96, with the result that the risk of getting that result from nonsampling error, even for many t tests, is quite low.

In order to reduce the probability of obtaining significant t scores from nonsampling error, the analysis for this report began by using a multivariate technique to identify those variables with some additional and unique effect after the effect of other variables have been taken into account. All of the tables in this descriptive report show results for student characteristics that were identified as having a significant relationship with the type of behavior studied, even within a multivariate analysis. Appendix B shows the variables used in a multivariate approach to identifying student characteristics that were related to postsecondary enrollment, employment after high school, marriage and family formation, and student attitudes.

The regression results presented in Appendix B of this report were computed using **PROC REG** of the Statistical Analysis System (*SAS User's Guide: Statistics, 1982 Edition*, Cary, NC: SAS Institute, 1982). Although all models were based on covariance matrices computed using FU3WT, and the degrees of freedom were adjusted appropriately, the resulting standard error estimates were underestimated. The underestimate was due to the stratified design of HS&B. **SAS PROC REG** assumes simple random sampling as the basis for computing standard errors. Simple random sample techniques are inappropriate for estimating standard errors when the sample design is as complex as HS&B's.

To adjust for this underestimate standard errors of the regression coefficients were adjusted for design effects. For the all of the regression models shown in Appendix B, the standard errors were calculated using balanced repeated replication (BRR) procedures (L.L. Wise, *The BRRVAR Procedure: Documentation*, Palo Alto, CA: American Institutes for Research, 1983). The design effects reported for each predictor in each regression model was the ratio of the BRR estimate and the ordinary least squares (PROC REG) estimate.

The adjusted means reported in Appendix B were calculated from the reduced regression results shown in Appendix B. The formula for calculating the adjusted mean for a category J was the following:

$$M_j = A - \Sigma (P_i * B_i) + B_j$$

where M_j is the adjusted mean for category J, A is the intercept for the reduced regression model, B_j is the regression coefficient for the dummy variable representing category J, and $\Sigma (Pi * Bi)$ is the sum of the products of the regression coefficients for related categories and the proportion of the sample that was characterized by those categories. Related categories are grouped together in each table of adjusted means (e.g.—four categories of socioeconomic status, five race/ethnic groups, men and women, etc.)

In most instances the variables used in this report were drawn directly from questionnaire responses. These are described in detail in the High School and Beyond 1980 Senior Cohort Third Follow-up (1986) User's Manual. Variables created especially for this report are described below.

Variables Used in Chapter 1

Chapter 1 discusses student enrollment in postsecondary education in three types of institutions: four-year schools, two-year schools, and vocational schools. All of the two-year schools were junior colleges, and these terms are used interchangeably. For some comparisons, both two-year and vocational schools are grouped together and referred to as "other schools." Occasionally four-year schools are referred to as "colleges."

Three types of attainment in postsecondary education are discussed in this chapter: four-year degrees, A.A. degrees, and vocational certificates. Four-year degrees include the Bachelor of Arts and the Bachelor of Science degrees. The Associate of Arts (A.A.) degree is a two-year certificate. Most were awarded by junior colleges, although some four-year schools also award such degrees. Certificates include those awarded after a two-year program as well as those awarded after a shorter term. Students were credited with as many degrees as they earned, not just the highest degree.

Regardless of student report, degrees were credited only to those students who reported attendance in postsecondary education. Some students who reported earning certificates after high school had not attended any postsecondary education. These students were classified with students who had no educational attainment after high school, since these certificates did not come from any postsecondary training. Similarly, students who reported receiving licenses to practice a trade were classified on the basis of their educational attainment, not on the basis of having received a license from the state government.

When Chapter 1 compares educational expectations at high school graduation to attainment in postsecondary education by 1986, this comparison is expressed as three categories: attainment lower than expectations, attainment equal to expectations, and attainment higher than expectations. These categories were constructed by comparing the level of expectations reported in the base year survey (1980) with the amount and type of postsecondary enrollment and attainment attributed to the student on the basis of reports during the first, second, and third follow-up surveys (1982, 1984, and 1986). Students were placed in the following categories for their expectations and attainment: no high school diploma, high school diploma only, less than two years of vocational school, two years or more of vocational school, less than two years of college, two or more years of college, a B.A. or B.S. degree, and an advanced degree. Since the 1980 high school seniors were still working on graduate degrees by the time of the interviews, students with four-year degrees who were still enrolled in school were classified as having achieved an advanced degree for purposes of this comparison. While some of these will not actually attain the degree they seek, they had made as much progress as was possible by February 1986.

Variables Used in Chapter 2

This section describes in detail the variables and the criteria used for including respondents in the various categories. Two variables were used in formulating this chapter of the tabulation, "Educational History" and "Employment Experiences."

Educational History. One set of column variables used in this tabulation describes the 1980 high school seniors' educational history from high school through 1986. The educational history variable contains four categories, which describe the respondent's level of educational experience. Respondents with "High School Diploma or GED Only" were those who had received a diploma or equivalent by 1986, but had not enrolled in any postsecondary education. Students with "Some Postsecondary Education" (Some PSE) were those who enrolled in at least one semester in a postsecondary institution but who had not completed a postsecondary degree or certificate. Students in the "One- or Two-Year Degree" category completed a postsecondary program and received from their postsecondary institution some type of vocational certificate, vocational A.A. degree, or academic A.A. degree by 1986. "Four-Year Degree" students completed a four-year bachelor's degree or higher by 1986.

Employment Experiences. The employment experiences variable contains four employment classification categories: full-time employment; intermittent full-time employment; part-time employment; and not in the labor force. Four general principles guided the formulation of this variable. First, each category was designed to reflect conceptually similar patterns of employment by members of the 1980 senior class over time, even where specific criteria for inclusion in the category differed by level of education. Second, we tried to limit the number of categories in order to make effective use of the tables generated as part of this tabulation and to prevent cell sizes from becoming too small. Third, we tried to develop categories that described substantially different patterns of employment. Fourth, we tried to ensure that the several categories would be mutually exclusive and exhaustive. Following is a detailed description of each of these categories.

Continuous Full-Time Employment

This category includes only those individuals who worked full-time continuously from the time they left school to the end of the period, February 1986. Because the timing of different educational paths bring respondents into the labor force at different times, different criteria had to be created to reflect continuous employment in these different contexts. Continuous full-time employment is defined in the following fashion for the various levels of educational achievement:

> *High School Diploma or Equivalent:* These respondents are classified as full-time continuous if they were employed full-time from August 1981 through February 1986. Respondents could have experienced one period of unemployment provided that period did not exceed three months.
>
> *Some Postsecondary Education (no degree):* These respondents are classified as full-time continuous if they were employed full-time from August 1983 through February 1986. Respondents could have experienced one period of unemployment provided that period did not exceed three months.

License, Certificate, or Two-Year Postsecondary Degree: These respondents are classified as full-time continuous if they were employed full-time from August 1983 through February 1986. Respondents could have experienced one period of unemployment provided that period did not exceed three months.

Four-Year Postsecondary Degree: These respondents are classified as continuous full-time if they were employed full-time from August 1984 through February 1986.

Intermittent Full-Time Employment

This employment category was designed to reflect a pattern of alternation between full-time work, part-time work, unemployment, and/or non-participation in the labor force. Intermittent full-time employment is defined in the following fashion for the various educational histories:

High School Diploma or Equivalent: These respondents must have been in the labor force for a minimum of 18 months between August 1980 and February 1986, and must have been employed full-time for an average of 4 or more months for each 12 months in the labor force.

Some Postsecondary Education (no degree): These respondents must have been in the labor force for a minimum of 12 months between August 1983 and February 1986, and must have been employed full-time for an average of 4 or more months for each 12 months in the labor force.

License, Certificate, or Two-Year Postsecondary Degree: These respondents must have been in the labor force for a minimum of 12 months between August 1983 and February 1986, and must have been employed full-time for an average of 4 or more months for each 12 months in the labor force.

Four-Year Postsecondary Degree: These respondents must have been in the labor force at least 10 months between August 1984 and February 1986, and must have been employed full-time for at least 7 months during that period.

Part-Time Employment

This employment category includes all persons who worked part-time continuously or intermittently, or alternated between part-time employment and non-participation in the labor force. The purpose of this category is to separate out those respondents who only worked part-time while they were in the labor force, for whatever reason. Part-time employment is defined in the following fashion for different educational histories:

High School Diploma or Equivalent: These respondents must have been in the labor force for a minimum of 18 months between August 1980 and February 1986, and cannot have been employed full-time for more than 3 months on average for each 12 months in the labor force.

Some Postsecondary Education (no degree): These respondents must have been in the labor force for a minimum of 12 months between August 1983 and February 1986, and cannot have been employed full-time for more than 3 months on average for each 12 months in the labor force.

License, Certificate, or Two-Year Postsecondary Degree: These respondents must have been in the labor force for a minimum of 12 months between August 1983 and February 1986, and cannot have been employed full-time for more than 3 months on average for each 12 months in the labor force.

Four-Year Postsecondary Degree: These respondents must have been in the labor force at least 10 months between August 1984 and February 1986, and cannot have been employed full-time for more than 4 months on average during the period.

Not In The Labor Force

Individuals are considered not in the labor force if they do not meet the criteria of any of the other categories. This category will include primarily those respondents who worked less than the minimum number of months set for inclusion in one of the other categories. The following criteria were specified for inclusion in this category by educational history:

High School Diploma or Equivalent: These respondents were in the labor force for less than 18 months between August 1980 and February 1986.

Some Postsecondary Education (no degree): These respondents were in the labor force for less than 12 months between August 1983 and February 1986.

License, Certificate, or Two-Year Postsecondary Degree: These respondents were in the labor force for less than 12 months between August 1983 and February 1986.

Four-Year Postsecondary Degree: These respondents were in the labor force less than 10 months between August 1984 and February 1986.

Variables Used in Chapter 3

One variable created for this chapter summarizes the household composition of the 1980 seniors in 1986. Three types of household units are described in this chapter. If students were living alone or with non-relatives, but were not living with parents or guardians, they were placed into the "Alone or With Non-relatives" category. "With Parents or Guardians" consisted of those students who lived with their mother, father, or guardian in 1986. Students who were living with their spouse and/or child(ren) were placed into the final category, "With Spouse and/or Children." If students lived with both a parent and a spouse or child, they were placed into the "With Parents or Guardians" group. The three household units identified here do not exhaust the total number of combinations possible. Instead, they represent units that are commonly found and of the greatest interest. Although the household units described above are not exhaustive, the variables were designed so that they are exclusive of each other.

The variable for student educational history used in this chapter is the same as that used in Chapter 2.

Variables Used in Chapter 4

Questions measuring self-concept and locus of control were combined to form composite measures for the base year, first and third follow-up surveys. Each item in a scale was standardized to a mean of zero and a standard deviation of one using the weighted mean and standard deviation. Prior to standardization, several items were reverse-scored, to preserve the underlying dimensionality of each index. These reversals are indicated below. The non-missing standardized items were summed and divided by the number of non-missing items. A description of each index and the items used in its creation follows.

Self-Concept

All the items were derived from Rosenberg.[1] The statements were all in Likert format (agree strongly, agree somewhat, disagree somewhat, disagree strongly). "No opinion" was included as the last answer category. "No opinion" choices: were treated as a neutral category falling between agree somewhat and disagree somewhat. All items were coded so that high scores represent high self-concept. A boldfaced R indicates that answer categories for this item were reverse-coded. The HS&B identifiers for each item are:

R	BB058A	FE75A	TE61A	I take positive attitude toward myself
R	BB058C	FE75C	TE61C	Feel I am a person of worth, equal to others
R	BB058D	FE75D	TE61D	I am able to do things as well as most other people.
R	BB58H	FE75H	TE61H	On the whole, I am satisfied with myself.

Locus of Control

Locus of control refers to whether respondents believe they can determine what happens to them or whether external factors such as "fate, luck, chance, powerful others, or the unpredictable" are controlling.[2] The items were coded so that high scores reflected respondents' beliefs that they could control events affecting their lives ("internal locus of control orientation"). The HS&B identifiers for the locus of control scales are:

BB058B	FE75B	TE61B	Good luck is more important than hard work for success.
BB058E	FE75E	TE61E	Every time I try to get ahead, something or somebody stops me.
BB058F	FE75F	TE61F	Planning only makes a person unhappy, since plans hardly ever work out anyway.
BB058G	FE75G	TE61G	People who accept their condition in life are happier than those who try to change things.

Voluntary Organizations

Information about participation in civic, fraternal, job-related, and charitable voluntary organizations was collected for the first and third follow-ups. Although the list of organizations presented to respondents differed in each follow-up, seven types of organizations were the same on each questionnaire. These seven were used to create the index.

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[1] M. Rosenberg, *Society and the Adolescent Self-Image* , Princeton: Princeton University Press, 1965.

[2] A.P. MacDonald, "Internal-External Locus of Control" p.169 in Robinson and Shaver, *op cit.*

The voluntary organizations index was created by counting the number of organizations for which active participation was indicated. For respondents who were not members of any organization, or who were members but not active members, index scores of zero were assigned. The advantage of this procedure was that it identified those 1980 seniors who were likely to be real rather than "paper" participants. Membership in the following types of organizations were counted:

TE59B	FE75A	Union, farm, trade or professional association
TE59C	FE74J	Political clubs or organizations
TE59D	FE75B	Church or church-related activities (not including worship activities)
TE59G	FE74D	A social, hobby, garden or card playing group
TE59H	FE75E	Sports teams or sports clubs
TE59I	FE75F	A literary, art, discussion, music, or study group
TE59L	FE74K	Another voluntary group

Univariate Descriptive Statistics

The mean, standard deviation, minimum and maximum for the self-concept, locus of control and voluntary organizations measures are presented in Table A.1.

Table A.1

DESCRIPTIVE STATISTICS FOR SELF-CONCEPT, LOCUS OF CONTROL AND VOLUNTARY ORGANIZATIONS COMPOSITES

Year	Mean	Standard Deviation	Min	Max	Unwtd. N
Self-Concept					
1980	-.001	.741	-3.69	1.10	11,151
1982	-.001	.735	-4.37	1.05	10,740
1986	-.001	.756	-4.68	1.07	10,092
Locus of Control					
1980	-.002	.671	-3.07	1.26	11,143
1982	-.001	.663	-3.39	1.25	10,732
1986	-.0003	.671	-2.89	1.16	10,092
Voluntary Organizations					
1982	.715	.905	0.00	7.00	11,995
1986	.784	1.00	0.00	7.00	11,955

APPENDIX B
Tables of Regression Coefficients and Adjusted Means

Table B.1
Regression Results for Receiving any Postsecondary Degree by 1986

Variable Name	Label	<----Full Model----> Mean	df	OLS Regression Coefficient	BRR Error		T	Sig.	DEFT	<----Reduced Model----> OLS Regression Coefficient	Error	T	Sig.
INTERCEPT	INTERCEPT	0.65	1	0.33	0.16					0.57	0.04		
SEX1	Male	0.47	1	0.04	0.01	0.02	1.89	<=.10	1.82	0.01	0.01	0.65	
RACE1	Hispanic	0.05	1	0.12	0.03	0.04	3.42	<=.01	1.06	0.08	0.03	2.74	<=.01
RACE2	Am Indian	0.01	1	0.00	0.07	0.05	0.03		0.63	-0.01	0.07	0.19	
RACE3	Asian	0.02	1	0.10	0.05	0.04	2.46	<=.05	0.83	0.07	0.05	1.92	<=.10
RACE4	Black	0.09	1	0.07	0.02	0.03	2.51	<=.05	1.11	0.04	0.02	1.72	<=.10
TEST1	Low	0.13	1	-0.13	0.02	0.03	4.35	<=.01	1.22	-0.20	0.02	7.20	<=.01
TEST2	25-49%	0.21	1	-0.08	0.02	0.02	3.37	<=.01	1.24	-0.13	0.02	5.97	<=.01
TEST3	50-75%	0.30	1	-0.03	0.02	0.02	1.18		1.46	-0.06	0.02	2.78	<=.01
PROG1	General	0.31	1	-0.01	0.02	0.03	0.26		1.45	-0.02	0.02	0.62	
PROG2	Academic	0.52	1	0.02	0.02	0.03	0.98		1.34	0.03	0.02	1.30	
HAND1	In Program	0.04	1	0.10	0.03	0.05	2.06	<=.05	1.60	0.08	0.03	1.56	
HAND2	Consist Hcp	0.03	1	0.03	0.04	0.05	0.52		1.37	0.03	0.04	0.64	
HAND3	Inconsist Hcp	0.15	1	-0.04	0.02	0.03	1.72	<=.10	1.58	-0.05	0.02	1.76	<=.10
PLAN1	None	0.06	1	-0.21	0.03	0.04	5.42	<=.01	1.30	-0.26	0.03	6.83	<=.01
PLAN2	Voc/Tech	0.15	1	-0.32	0.02	0.03	10.04	<=.01	1.46	-0.36	0.02	11.42	<=.01
PLAN3	LT 4Yrs	0.16	1	-0.17	0.02	0.03	5.51	<=.01	1.55	-0.20	0.02	6.41	<=.01
PLAN4	BA/BS	0.35	1	-0.01	0.02	0.02	0.25		1.52	-0.02	0.02	0.94	
SES1	Low	0.17	1	-0.09	0.03	0.05	1.68	<=.10	1.67	-0.11	0.02	2.73	<=.01
SES2	25-49%	0.24	1	-0.08	0.03	0.04	1.99	<=.05	1.51	-0.10	0.02	3.36	<=.01
SES3	50-75%	0.27	1	-0.04	0.02	0.04	1.09		1.72	-0.05	0.02	1.78	<=.10
PARED1	Lt HS	0.06	1	-0.02	0.04	0.05	0.53		1.14				
PARED2	HS Only	0.25	1	-0.02	0.03	0.04	0.58		1.34				
PARED3	Lt 2yrs Voc	0.05	1	-0.01	0.04	0.05	0.18		1.40				
PARED4	Gt 2yrs Voc	0.08	1	-0.04	0.03	0.05	0.70		1.50				
PARED5	Lt 2yrs Coll	0.10	1	-0.01	0.03	0.05	0.12		1.44				
PARED6	2-4 yrs Coll	0.10	1	-0.03	0.03	0.04	0.82		1.31				
PARED7	4-5 yrs Coll	0.18	1	0.00	0.03	0.03	0.06		1.16				
PARED8	MA/MS	0.11	1	0.04	0.03	0.03	1.38		1.10				
INC1	Lt $7K	0.04	1	-0.03	0.04	0.04	0.80		1.13	-0.02	0.04	0.40	
INC2	$7-12K	0.09	1	0.03	0.03	0.04	0.66		1.40	0.04	0.03	1.12	
INC3	$12-16K	0.12	1	-0.03	0.03	0.03	0.75		1.33	-0.02	0.03	0.48	
INC4	$16-20K	0.16	1	-0.03	0.02	0.02	1.09		1.00	-0.01	0.02	0.63	
INC5	$20-25K	0.19	1	-0.04	0.02	0.02	1.82	<=.10	1.04	-0.03	0.02	1.44	
INC6	$25-38K	0.22	1	0.01	0.02	0.03	0.55		1.35	0.02	0.02	0.65	
GRADE1	A	0.18	1	0.32	0.15	0.25	1.28		1.67				
GRADE2	A to B	0.26	1	0.26	0.15	0.24	1.09		1.64				
GRADE3	B	0.22	1	0.20	0.15	0.25	0.82		1.66				
GRADE4	B to C	0.23	1	0.14	0.15	0.24	0.58		1.64				
GRADE5	C	0.08	1	0.14	0.15	0.25	0.57		1.70				
GRADE6	C to D	0.02	1	0.10	0.15	0.25	0.41		1.67				
REG1	Northeast	0.07	1	0.04	0.03	0.04	1.02		1.22	0.03	0.03	0.89	
REG2	Mid Atlantic	0.16	1	-0.03	0.02	0.03	0.84		1.32	-0.02	0.02	0.80	
REG3	E No Central	0.21	1	0.06	0.02	0.03	2.23	<=.05	1.21	0.06	0.02	2.26	<=.05
REG4	W No Central	0.10	1	-0.01	0.03	0.04	0.17		1.40	0.01	0.03	0.21	
REG5	So Atlantic	0.15	1	0.04	0.02	0.03	1.63		1.16	0.05	0.02	1.98	<=.05
REG6	E So Central	0.05	1	0.01	0.03	0.05	0.10		1.59	0.03	0.03	0.53	
REG7	W So Central	0.09	1	-0.02	0.03	0.04	0.60		1.54	-0.01	0.03	0.14	
REG8	Mountain	0.05	1	-0.06	0.03	0.03	2.49	<=.05	0.82	-0.05	0.03	1.86	<=.10
OWN1	Rents in 1980	0.11	1	0.02	0.02	0.02	0.97		1.20				
CHILD1	No kids by 1984	0.91	1	0.24	0.02	0.03	7.59	<=.01	1.55	0.24	0.02	7.58	<=.01
FSIZE1	1-3	0.08	1	0.08	0.03	0.04	1.86	<=.10	1.27	0.08	0.03	1.71	<=.10
FSIZE2	Four	0.22	1	0.06	0.03	0.05	1.33		1.55	0.06	0.03	1.17	
FSIZE3	Five	0.25	1	0.04	0.03	0.05	0.96		1.49	0.04	0.03	0.87	
FSIZE4	Six	0.18	1	0.05	0.03	0.04	1.06		1.42	0.04	0.03	0.95	
FSIZE5	Seven	0.13	1	0.09	0.03	0.05	1.63		1.68	0.08	0.03	1.46	
FSIZE6	8-9	0.11	1	0.06	0.03	0.05	1.19		1.51	0.06	0.03	1.20	
LANG1	Noneng Mono	0.01	1	-0.04	0.05	0.06	0.62		1.11				
LANG2	Noneng Dom	0.02	1	-0.02	0.05	0.06	0.38		1.32				
LANG3	Eng Dom	0.10	1	-0.03	0.02	0.02	1.16		1.12				
TYPE1	Public	0.88	1	-0.03	0.03	0.07	0.38		2.04				
TYPE2	Catholic	0.09	1	-0.01	0.04	0.08	0.12		2.02				
URB1	Urban	0.19	1	-0.04	0.02	0.03	1.64		1.39				
URB2	Suburban	0.52	1	-0.01	0.01	0.02	0.58		1.23				
	Adj. R-Sq. = 0.24			N = 5222				Avg. DEFT:	1.38		Adj. R-Sq. = 0.15		

Table B.2
Adjusted Means for Receiving Any Postsecondary Degree by 1986

Label	Mean	OLS b	Product	Adjusted Mean
INTERCEPT	0.65	0.57	0.57	
SEX				
Male	0.47	0.01	0.01	0.66
Female				0.65
RACE/ETHNICITY				
Hispanic	0.05	0.08	0.00	0.72
Am Indian	0.01	-0.01	0.00	0.63
Asian	0.02	0.07	0.00	0.71
Black	0.09	0.04	0.00	0.68
White				0.64
HS TEST QUARTILE				
Low	0.13	-0.20	-0.03	0.52
25-49%	0.21	-0.13	-0.03	0.59
50-75%	0.30	-0.06	-0.02	0.66
High				0.72
HS PROGRAM				
General	0.31	-0.02	0.00	0.62
Academic	0.52	0.03	0.02	0.67
Vocational				0.64
HANDICAP				
In Program for Hcp	0.04	0.08	0.00	0.73
Consistent Hcp	0.03	0.03	0.00	0.68
Inconsistent Hcp	0.15	-0.05	-0.01	0.61
Not Handicapped				0.65
PSE PLANS				
None	0.06	-0.26	-0.02	0.50
Voc/Tech	0.15	-0.36	-0.05	0.40
LT 4Yrs	0.16	-0.20	-0.03	0.56
BA/BS	0.35	-0.02	-0.01	0.73
Adv Degree				0.76
SES				
Low	0.17	-0.11	-0.02	0.60
25-49%	0.24	-0.10	-0.02	0.61
50-75%	0.27	-0.05	-0.01	0.65
High				0.70
FAMILY INCOME (CLEAN)				
Lt $7K	0.04	-0.02	0.00	0.63
$7-12K	0.09	0.04	0.00	0.70
$12-16K	0.12	-0.02	0.00	0.64
$16-20K	0.16	-0.01	0.00	0.64
$20-25K	0.19	-0.03	-0.01	0.62
$25-38K	0.22	0.02	0.00	0.67
Gt $38K				0.65

Table B.2
Adjusted Means for Receiving Any Postsecondary Degree by 1986
(continued)

Label	Mean	OLS b	Product	Adjusted Mean
HS REGION				
Northeast	0.07	0.03	0.00	0.66
Mid Atlantic	0.16	-0.02	0.00	0.61
E No Central	0.21	0.06	0.01	0.69
W No Central	0.10	0.01	0.00	0.64
So Atlantic	0.15	0.05	0.01	0.68
E So Central	0.05	0.03	0.00	0.66
W So Central	0.09	-0.01	0.00	0.63
Mountain	0.05	-0.05	0.00	0.58
Pacific				0.63
HAS CHILDREN BY 1984				
No kids by 1984	0.91	0.24	0.22	0.67
Some kids by 1984				0.43
FAMILY SIZE (1980)				
1-3	0.08	0.08	0.01	0.67
Four	0.22	0.06	0.01	0.65
Five	0.25	0.04	0.01	0.64
Six	0.18	0.04	0.01	0.64
Seven	0.13	0.08	0.01	0.68
8-9	0.11	0.06	0.01	0.66
Over 9				0.60

Table B.3
Regression Results for Mean Number of Months of Employment
August 1980 to February 1986

		<----------Full Model---------->								<-------Reduced Model------->			
Variable Name	Label	Means	df	OLS Regression Coefficient	Error	BRR Error	T	Sig.	Deft.	OLS Regression Coefficient	Error	T	Sig.
INTERCEPT	INTERCEPT	46.19	1	29.34	3.66					33.67	1.92		
MALE	Male	0.48	1	2.67	0.45	0.59	4.52	<=.01	1.31	2.75	0.44	4.79	<=.01
RACE1	Hispanic	0.05	1	-1.12	1.21	1.51	0.74		1.24	-1.22	1.05	0.93	
RACE2	Am Indian	0.01	1	-3.64	2.48	2.04	1.79	<=.10	0.82	-3.80	2.48	1.87	<=.10
RACE3	Asian	0.01	1	-5.19	1.92	2.18	2.39	<=.05	1.13	-5.31	1.83	2.56	<=.05
RACE4	Black	0.09	1	-4.58	0.85	0.97	4.75	<=.01	1.13	-4.56	0.84	4.79	<=.01
TEST1	Low	0.21	1	-6.40	0.84	1.29	4.96	<=.01	1.53	-6.17	0.80	5.06	<=.01
TEST2	25-49%	0.25	1	-2.14	0.71	1.05	2.05	<=.05	1.47	-1.84	0.68	1.84	<=.10
TEST3	50-75%	0.27	1	0.00	0.64	0.93	0.00		1.45	0.17	0.62	0.19	
PROG1	General	0.36	1	-1.22	0.59	0.87	1.41		1.49	-1.19	0.58	1.38	
PROG2	Academic	0.40	1	-3.17	0.67	0.99	3.21	<=.01	1.46	-3.22	0.67	3.26	<=.01
HAND1	In Program	0.04	1	-1.66	1.12	1.41	1.18		1.26	-1.63	1.12	1.16	
HAND2	Consist. Hcp.	0.03	1	-3.41	1.24	2.03	1.68	<=.10	1.64	-3.34	1.24	1.65	<=.10
HAND3	Inconsist. Hcp.	0.15	1	-0.43	0.61	0.75	0.57		1.23	-0.39	0.61	0.52	
PLAN1	None	0.18	1	3.63	0.88	1.21	3.01	<=.01	1.36	3.84	0.86	3.28	<=.01
PLAN2	Voc/Tech	0.19	1	4.96	0.82	1.35	3.68	<=.01	1.65	5.14	0.80	3.89	<=.01
PLAN3	LT 4Yrs	0.15	1	5.09	0.80	1.15	4.43	<=.01	1.44	5.24	0.79	4.62	<=.01
PLAN4	BA/BS	0.27	1	0.80	0.64	1.10	0.73		1.72	0.91	0.64	0.83	
SES1	Low	0.23	1	1.58	1.16	1.55	1.02		1.34	1.29	1.15	0.83	
SES2	25-49%	0.26	1	3.01	0.96	1.30	2.32	<=.05	1.36	2.81	0.95	2.17	<=.05
SES3	50-75%	0.25	1	2.29	0.80	1.03	2.21	<=.05	1.29	2.15	0.80	2.08	<=.05
PARED1	Lt HS	0.09	1	0.88	1.40	1.84	0.48		1.31	0.97	1.39	0.53	
PARED2	HS Only	0.29	1	2.68	1.19	1.68	1.59		1.41	2.83	1.19	1.69	<=.10
PARED3	Lt 2yrs Voc	0.06	1	3.59	1.41	2.31	1.55		1.64	3.54	1.41	1.54	
PARED4	Gt 2yrs Voc	0.08	1	0.59	1.29	1.85	0.32		1.43	0.68	1.29	0.37	
PARED5	Lt 2yrs Coll	0.09	1	4.03	1.25	1.56	2.59	<=.01	1.24	4.06	1.25	2.61	<=.01
PARED6	2-4 yrs Coll	0.09	1	3.13	1.25	1.70	1.85	<=.10	1.36	3.28	1.24	1.94	<=.10
PARED7	4-5 yrs Coll	0.15	1	1.51	1.06	1.57	0.96		1.47	1.52	1.06	0.97	
PARED8	MA/MS	0.09	1	0.14	1.14	1.47	0.10		1.30	0.01	1.13	0.01	
INC1	Lt $7K	0.05	1	-3.42	1.32	1.89	1.81	<=.10	1.43	-3.54	1.30	1.90	<=.10
INC2	$7-12K	0.11	1	0.73	1.05	1.50	0.48		1.42	0.60	1.05	0.40	
INC3	$12-16K	0.14	1	0.87	0.95	1.54	0.57		1.62	0.78	0.95	0.51	
INC4	$16-20K	0.17	1	1.39	0.86	1.16	1.20		1.34	1.47	0.86	1.27	
INC5	$20-25K	0.18	1	1.29	0.82	1.08	1.19		1.32	1.32	0.82	1.21	
INC6	$25-38K	0.19	1	2.23	0.76	0.90	2.48	<=.05	1.18	2.29	0.76	2.55	<=.05
GRADE1	A	0.14	1	2.57	3.02	3.90	0.66		1.29				
GRADE2	A to B	0.23	1	3.34	2.97	3.72	0.90		1.25				
GRADE3	B	0.22	1	3.41	2.96	3.58	0.95		1.21				
GRADE4	B to C	0.25	1	3.35	2.94	3.84	0.87		1.31				
GRADE5	C	0.12	1	3.86	2.97	3.30	1.17		1.11				
GRADE6	C to D	0.04	1	5.20	3.06	4.02	1.29		1.31				
REG1	East	0.06	1	0.28	1.08	1.61	0.18		1.49	0.30	1.08	0.19	
REG2	North	0.16	1	-1.94	0.86	1.39	1.40		1.61	-1.94	0.86	1.40	
REG3	South	0.21	1	-2.48	0.81	1.32	1.89	<=.10	1.62	-2.46	0.81	1.88	<=.10
REG4	W No Central	0.10	1	-0.98	0.98	1.56	0.63		1.59	-1.07	0.98	0.69	
REG5	So Atlantic	0.15	1	-0.58	0.88	1.30	0.44		1.48	-0.64	0.87	0.49	
REG6	E So Central	0.06	1	-0.69	1.12	1.33	0.52		1.19	-0.92	1.11	0.69	
REG7	W So Central	0.09	1	0.01	0.97	1.38	0.01		1.42	-0.12	0.97	0.09	
REG8	Mountain	0.05	1	-3.17	1.18	2.50	1.27		2.12	-3.29	1.17	1.32	
OWN1	Rents in 1980	0.13	1	0.24	0.69	0.71	0.34		1.02				
CHILD1	No kids by 198	0.85	1	4.80	0.63	0.91	5.27	<=.01	1.44	4.81	0.63	5.30	<=.01
FSIZE1	1-3	0.08	1	-1.35	1.20	1.65	0.82		1.38				
FSIZE2	Four	0.20	1	1.62	1.03	1.58	1.03		1.52				
FSIZE3	Five	0.24	1	1.25	1.01	1.11	1.13		1.10				
FSIZE4	Six	0.18	1	0.95	1.04	1.37	0.70		1.32				
FSIZE5	Seven	0.12	1	2.17	1.09	1.59	1.37		1.46				
FSIZE6	8-9	0.12	1	0.55	1.08	1.35	0.41		1.25				
LANG1	Noneng Mono	0.01	1	-2.96	2.09	2.63	1.13		1.26				
LANG2	Noneng Dom	0.02	1	1.03	1.79	2.00	0.51		1.11				
LANG3	Eng Dom	0.09	1	0.02	0.82	1.21	0.02		1.47				
TYPE1	Public	0.90	1	4.33	1.33	1.52	2.85	<=.01	1.14	4.21	1.33	2.78	<=.01
TYPE2	Catholic	0.07	1	3.69	1.55	1.94	1.90	<=.10	1.26	3.43	1.54	1.77	<=.10
URB1	Urban	0.18	1	1.31	0.66	0.92	1.43		1.39	1.27	0.65	1.40	
URB2	Suburban	0.49	1	2.14	0.52	0.55	3.89	<=.01	1.05	2.16	0.52	3.96	<=.01
	Adj. R Sq. = 0.083 N = 6993							Avg. Deft = 1.37			Adj. R Sq. = 0.0818		

Table B.4
Adjusted Means for Mean Number of Months of Employment
August 1980 to February 1986

Label	Means	OLS b	Product	Adjusted Mean
INTERCEPT	46.19	29.34	29.34	
SEX				
Male	0.48	2.67	1.27	47.59
Female				44.92
RACE/ETHNICITY				
Hispanic	0.05	-1.12	-0.05	45.67
Native American	0.01	-3.64	-0.03	43.14
Asian	0.01	-5.19	-0.08	41.59
Black	0.09	-4.58	-0.43	42.20
White			0.00	46.78
ABILITY QUARTILE				
Low	0.21	-6.40	-1.32	41.65
25% to 50%	0.25	-2.14	-0.53	45.90
50% to 75%	0.27	0.00	0.00	48.05
High			0.00	48.04
HSPROGRAM				
General	0.36	-1.22	-0.44	46.69
Academic	0.40	-3.17	-1.28	44.75
Vocational			0.00	47.92
HANDICAP STATUS				
In Program	0.04	-1.66	-0.07	44.77
Concist Hcp	0.03	-3.41	-0.11	43.02
Incon Hcp	0.15	-0.43	-0.06	46.00
Not Hcp			0.00	46.43
PSE PLANS				
None	0.18	3.63	0.64	47.25
Voc/Tech	0.19	4.96	0.94	48.59
LT 4 Yr	0.15	5.09	0.77	48.71
BA/BS	0.27	0.80	0.21	44.43
Adv Deg			0.00	43.62
SES QUARTILE				
Low	0.23	1.58	0.36	46.03
25%-50%	0.26	3.01	0.80	47.47
%50%-75%	0.25	2.29	0.58	46.74
High			0.00	44.45

Table B.4
Adjusted Means for Mean Number of Months of Employment
August 1980 to February 1986
(continued)

Label	Means	OLS b	Product	Adjusted Mean
PARENT HI EDUC				
LT HS	0.09	0.88	0.08	45.08
HS Only	0.29	2.68	0.77	46.87
LT 2Yr Voc	0.06	3.59	0.20	47.78
GT 2Yr Voc	0.08	0.59	0.05	44.79
LT 2Yr Coll	0.09	4.03	0.37	48.23
2-4 Yr Coll	0.09	3.13	0.29	47.33
4-5 Yr Coll	0.15	1.51	0.22	45.71
MA/MS	0.09	0.14	0.01	44.34
PhD/MD			0.00	44.19
FAMILY INCOME				
LT $7K	0.05	-3.42	-0.17	41.83
$7K-12K	0.11	0.73	0.08	45.98
$12K-16K	0.14	0.87	0.12	46.13
$16K-20K	0.17	1.39	0.24	46.65
$20K-25K	0.18	1.29	0.24	46.55
$25K-38K	0.19	2.23	0.43	47.48
$38K+			0.00	45.26
HS GRADE AVG				
A	0.14	2.57	0.36	45.39
A-B	0.23	3.34	0.76	46.16
B	0.22	3.41	0.74	46.23
B-C	0.25	3.35	0.84	46.17
C	0.12	3.86	0.44	46.69
C-D	0.04	5.20	0.23	48.02
D			0.00	42.82
HS DIVISION				
Northeast	0.06	0.28	0.02	47.67
Mid Atlantic	0.16	-1.94	-0.30	45.44
E No Central	0.21	-2.48	-0.53	44.90
W No Central	0.10	-0.98	-0.09	46.40
So Atlantic	0.15	-0.58	-0.09	46.81
E So Central	0.06	-0.69	-0.04	46.69
W So Central	0.09	0.01	0.00	47.39
Mountain	0.05	-3.17	-0.16	44.21
Pacific			0.00	47.38
PARENTS OWN HOME				
Rents	0.13	0.24	0.03	46.40
Owns			0.00	46.16
HAS CHILDREN				
None	0.85	4.80	4.06	46.93
Some			0.00	42.14

Table B.4
Adjusted Means for Mean Number of Months of Employment
August 1980 to February 1986
(continued)

Label	Means	OLS b	Product	Adjusted Mean
FAMILY SIZE				
1 to 3	0.08	-1.35	-0.10	43.82
Four	0.20	1.62	0.32	46.79
Five	0.24	1.25	0.30	46.42
Six	0.18	0.95	0.17	46.12
Seven	0.12	2.17	0.27	47.34
8 to 9	0.12	0.55	0.07	45.71
10 +			0.00	45.16
HOME LANGUAGE				
NonEng Mono	0.01	-2.96	-0.04	43.25
NonEng Dom	0.02	1.03	0.02	47.24
Eng Dom	0.09	0.02	0.00	46.23
Eng Mono			0.00	46.21
HS TYPE				
Public	0.90	4.33	3.89	46.36
Catholic	0.07	3.69	0.26	45.73
Other Private			0.00	42.04
HS URBANICITY				
Urban	0.18	1.31	0.24	46.22
Suburban	0.49	2.14	1.05	47.04
Rural				44.90

Table B.5
Regression Results for Ever Married by 1986

Variable Name	Label	<----Full Model----> Mean	df	OLS Regression Coefficient	BRR Error	T	Sig.	DEFT	<----Reduced Model----> OLS Regression Coefficient	Error	T	Sig.
INTERCEPT	INTERCEPT	0.43	1	0.46	0.18				0.44	0.08		
SEX1	Male	0.48	1	-0.11	0.01	0.01	8.05	<=.01	1.27	-0.11	0.01	7.99	<=.01
RACE1	Hispanic	0.05	1	-0.02	0.03	0.03	0.50		1.04	-0.05	0.03	1.73	<=.10
RACE2	Am Indian	0.01	1	-0.04	0.06	0.05	0.75		0.77	-0.05	0.06	1.04	
RACE3	Asian	0.01	1	-0.05	0.05	0.03	1.58		0.70	-0.09	0.05	2.71	<=.01
RACE4	Black	0.09	1	-0.25	0.02	0.02	10.79	<=.01	1.10	-0.24	0.02	10.50	<=.01
TEST1	Low	0.21	1	0.06	0.02	0.04	1.63		1.70	0.06	0.02	1.73	<=.10
TEST2	25-49%	0.25	1	0.06	0.02	0.03	2.41	<=.05	1.45	0.07	0.02	2.69	<=.01
TEST3	50-75%	0.27	1	0.04	0.02	0.02	2.13	<=.05	1.35	0.05	0.02	2.34	<=.05
PROG1	General	0.36	1	0.00	0.01	0.03	0.15		1.96				
PROG2	Academic	0.40	1	0.00	0.02	0.03	0.17		1.57				
HAND1	In Program	0.04	1	-0.03	0.03	0.03	0.98		1.06	-0.03	0.03	1.08	
HAND2	Consist Hcp	0.03	1	-0.03	0.03	0.04	0.85		1.35	-0.03	0.03	0.82	
HAND3	Inconsist Hcp	0.15	1	-0.05	0.01	0.02	2.06	<=.05	1.54	-0.04	0.02	1.90	<=.10
PLAN1	None	0.18	1	0.12	0.02	0.03	4.95	<=.01	1.14	0.16	0.02	6.85	<=.01
PLAN2	Voc/Tech	0.19	1	0.11	0.02	0.02	4.97	<=.01	1.07	0.14	0.02	6.87	<=.01
PLAN3	LT 4Yrs	0.15	1	0.10	0.02	0.02	4.45	<=.01	1.16	0.13	0.02	5.90	<=.01
PLAN4	BA/BS	0.27	1	0.05	0.02	0.02	1.96	<=.05	1.46	0.04	0.02	1.94	<=.10
SES1	Low	0.23	1	0.02	0.03	0.04	0.48		1.31				
SES2	25-49%	0.27	1	-0.02	0.02	0.03	0.51		1.37				
SES3	50-75%	0.25	1	-0.04	0.02	0.03	1.49		1.44				
PARED1	Lt HS	0.09	1	0.05	0.03	0.05	0.99		1.34	0.07	0.03	1.69	<=.10
PARED2	HS Only	0.29	1	0.08	0.03	0.04	1.99	<=.05	1.34	0.09	0.03	2.63	<=.01
PARED3	Lt 2yrs Voc	0.06	1	0.12	0.03	0.06	2.16	<=.05	1.65	0.13	0.03	2.39	<=.05
PARED4	Gt 2yrs Voc	0.08	1	0.10	0.03	0.05	2.03	<=.05	1.48	0.10	0.03	2.38	<=.05
PARED5	Lt 2yrs Coll	0.09	1	0.05	0.03	0.05	1.16		1.47	0.05	0.03	1.16	
PARED6	2-4 yrs Coll	0.09	1	0.06	0.03	0.05	1.23		1.51	0.05	0.03	1.24	
PARED7	4-5 yrs Coll	0.15	1	0.06	0.03	0.04	1.39		1.54	0.06	0.03	1.43	
PARED8	MA/MS	0.09	1	0.01	0.03	0.04	0.22		1.29	0.02	0.03	0.51	
INC1	Lt $7K	0.05	1	-0.09	0.03	0.04	1.98	<=.05	1.36	-0.08	0.03	2.03	<=.05
INC2	$7-12K	0.11	1	0.01	0.03	0.04	0.29		1.40	0.02	0.02	0.68	
INC3	$12-16K	0.14	1	-0.02	0.02	0.03	0.53		1.47	-0.01	0.02	0.39	
INC4	$16-20K	0.17	1	-0.03	0.02	0.03	1.16		1.23	-0.03	0.02	1.16	
INC5	$20-25K	0.18	1	0.00	0.02	0.03	0.13		1.49	0.00	0.02	0.04	
INC6	$25-38K	0.19	1	0.02	0.02	0.02	0.92		1.02	0.01	0.02	0.75	
GRADE1	A	0.14	1	0.24	0.07	0.12	2.13	<=.05	1.54	0.21	0.07	1.82	<=.10
GRADE2	A to B	0.23	1	0.20	0.07	0.11	1.80	<=.10	1.48	0.18	0.07	1.62	
GRADE3	B	0.22	1	0.20	0.07	0.11	1.89	<=.10	1.45	0.19	0.07	1.79	<=.10
GRADE4	B to C	0.25	1	0.17	0.07	0.11	1.64		1.46	0.17	0.07	1.58	
GRADE5	C	0.12	1	0.15	0.07	0.10	1.40		1.42	0.14	0.07	1.37	
GRADE6	C to D	0.04	1	0.12	0.08	0.12	0.97		1.64	0.12	0.08	0.96	
REG1	Northeast	0.07	1	-0.08	0.03	0.03	2.60	<=.01	1.13	-0.09	0.03	2.87	<=.01
REG2	Mid Atlantic	0.16	1	-0.01	0.02	0.03	0.36		1.29	-0.02	0.02	0.77	
REG3	E No Central	0.21	1	0.03	0.02	0.03	1.03		1.50	0.02	0.02	0.70	
REG4	W No Central	0.10	1	0.05	0.02	0.03	1.72	<=.10	1.29	0.05	0.02	1.55	
REG5	So Atlantic	0.15	1	0.09	0.02	0.03	2.93	<=.01	1.49	0.09	0.02	2.86	<=.01
REG6	E So Central	0.06	1	0.15	0.03	0.04	4.07	<=.01	1.34	0.16	0.03	4.21	<=.01
REG7	W So Central	0.09	1	0.20	0.02	0.04	5.84	<=.01	1.47	0.20	0.02	5.80	<=.01
REG8	Mountain	0.05	1	0.13	0.03	0.05	2.45	<=.05	1.81	0.14	0.03	2.65	<=.01
OWN1	Rents in 1980	0.13	1	-0.03	0.02	0.03	1.20		1.59				
CHILD1	No Kids by 1984	0.85	1	-0.39	0.02	0.02	25.90	<=.01	0.97	-0.40	0.02	26.73	<=.01
FSIZE1	1 to 3	0.08	1	0.04	0.03	0.05	0.98		1.54	0.04	0.03	0.96	
FSIZE2	Four	0.20	1	0.06	0.03	0.03	2.02	<=.05	1.26	0.06	0.03	1.94	<=.10
FSIZE3	Five	0.24	1	0.08	0.02	0.03	2.71	<=.01	1.26	0.08	0.02	2.60	<=.01
FSIZE4	Six	0.18	1	0.06	0.03	0.03	1.73	<=.10	1.30	0.06	0.03	1.75	<=.10
FSIZE5	Seven	0.13	1	0.07	0.03	0.04	1.73	<=.10	1.51	0.07	0.03	1.68	<=.10
FSIZE6	8 or 9	0.12	1	0.07	0.03	0.05	1.47		1.86	0.07	0.03	1.51	
LANG1	Noneng Mono	0.01	1	-0.08	0.05	0.06	1.33		1.23				
LANG2	Noneng Dom	0.02	1	-0.04	0.04	0.04	0.94		0.98				
LANG3	Eng Dom	0.09	1	-0.04	0.02	0.03	1.33		1.54				
TYPE1	Public	0.90	1	-0.01	0.03	0.08	0.11		2.31				
TYPE2	Catholic	0.07	1	-0.07	0.04	0.08	0.94		2.04				
URB1	Urban	0.18	1	-0.08	0.02	0.02	4.06	<=.01	1.23	-0.08	0.02	4.14	<=.01
URB2	Suburban	0.49	1	-0.07	0.01	0.02	3.56	<=.01	1.64	-0.08	0.01	3.81	<=.01
EDATT1	No HS Dip	0.00	1	-0.01	0.18	0.32	0.03		1.78				
EDATT2	HS Dip	0.60	1	0.03	0.15	0.25	0.13		1.64				
EDATT3	Lic/Cert	0.12	1	0.04	0.15	0.25	0.16		1.63				
EDATT4	2-3yr Voc Deg	0.07	1	-0.03	0.15	0.26	0.12		1.67				
EDATT5	4yr BA	0.21	1	-0.08	0.15	0.25	0.31		1.63				
EDATT6	MA	0.01	1	-0.15	0.16	0.26	0.57		1.57				
	Adj. R-Sq = .2214			N = 6962				Avg DEFT: 1.42		Adj. R-Sq. = .21		

Table B.6
Adjusted Means for Ever Married by 1986

Label	Mean	OLS b	Product	Adjusted Mean
INTERCEPT	0.43	0.44		
SEX				
Male	0.48	-0.11	-0.05	0.37
Female			0.00	0.48
RACE/ETHNICITY				
Hispanic	0.05	-0.05	0.00	0.41
Am Indian	0.01	-0.05	0.00	0.41
Asian	0.01	-0.09	0.00	0.37
Black	0.09	-0.24	-0.02	0.22
White			0.00	0.46
ABILITY QUARTILE				
Low	0.21	0.06	0.01	0.45
25-49%	0.25	0.07	0.02	0.45
50-75%	0.27	0.05	0.01	0.44
High			0.00	0.39
HANDICAP				
In prog	0.04	-0.03	0.00	0.41
Cons Hcp	0.03	-0.03	0.00	0.40
Incon Hcp	0.15	-0.04	-0.01	0.39
Not Hcp				
PSE PLANS				
None	0.18	0.16	0.03	0.50
Voc/Tech	0.19	0.14	0.03	0.48
LT 4Yrs	0.15	0.13	0.02	0.47
BA/BS	0.27	0.04	0.01	0.39
Adv Deg			0.00	0.34
PARENT HI EDUC				
Lt HS	0.09	0.07	0.01	0.43
HS Only	0.29	0.09	0.03	0.45
Lt 2yrs Voc	0.06	0.13	0.01	0.49
Gt 2yrs Voc	0.08	0.10	0.01	0.47
Lt 2yrs Coll	0.09	0.05	0.00	0.41
2-4 yrs Coll	0.09	0.05	0.00	0.42
4-5 yrs Coll	0.15	0.06	0.01	0.42
MA/MS	0.09	0.02	0.00	0.38
MD/PhD			0.00	0.36

Table B.6
Adjusted Means for Ever Married by 1986
(continued)

Label	Mean	OLS b	Product	Adjusted Mean
FAMILY INCOME (CLEAN)				
Lt $7K	0.05	-0.08	0.00	0.43
$7-12K	0.11	0.02	0.00	0.53
$12-15K	0.14	-0.01	0.00	0.50
$16-20K	0.17	-0.03	0.00	0.49
$20-25K	0.18	0.00	0.00	0.51
$25-38K	0.19	0.01	0.00	0.53
Gt $38K			0.00	0.51
HS GRADE AVG				
A	0.14	0.21	0.03	0.46
A to B	0.23	0.18	0.04	0.43
B	0.22	0.19	0.04	0.44
B to C	0.25	0.17	0.04	0.42
C	0.12	0.14	0.02	0.40
C to D	0.04	0.12	0.01	0.37
Lt D			0.00	0.26
HS REGION				
Northeast	0.07	-0.09	-0.01	0.29
Mid Atlantic	0.16	-0.02	0.00	0.36
E No Central	0.21	0.02	0.00	0.40
W No Central	0.10	0.05	0.00	0.43
So Atlantic	0.15	0.09	0.01	0.47
E So Central	0.06	0.16	0.01	0.54
W So Central	0.09	0.20	0.02	0.58
Mountain	0.05	0.14	0.01	0.52
Pacific			0.00	0.38
HAS CHILD BY 1984				
No kids by 1984	0.85	-0.40	-0.34	0.37
Some kids by 1984			0.00	0.77
FAMILY SIZE				
One to Three	0.08	0.04	0.00	0.41
Four	0.20	0.06	0.01	0.43
Five	0.24	0.08	0.02	0.45
Six	0.18	0.06	0.01	0.42
Seven	0.13	0.07	0.01	0.43
Eight or Nine	0.12	0.07	0.01	0.44
Ten or More			0.00	0.37
HS URBANICITY				
Urban	0.18	-0.08	-0.02	0.40
Suburban	0.49	-0.08	-0.04	0.40
Rural			0.00	0.48

Table B.7
Regression Results for Having Voted in Any Election Between March 1982 and February 1984

Variable Name	Label	<----Full Model----> Means	df	OLS Regression Coefficient	BRR Error	T	Sig.	DEFT	<----Reduced Model----> OLS Regression Coefficient	Error	T	Sig.
INTERCEPT	INTERCEPT	0.50	1	0.50	0.20							
SEX1	Male	0.47	1	-0.01	0.01	0.02	0.77	1.47	-0.01	0.01	0.75	
RACE1	Hispanic	0.05	1	-0.01	0.03	0.04	0.25	1.10	-0.01	0.03	0.20	
RACE2	Am Indian	0.01	1	0.02	0.07	0.05	0.37	0.70	0.02	0.07	0.34	
RACE3	Asian	0.01	1	0.10	0.05	0.06	1.80	<=.10 1.06	0.11	0.05	1.94	<=.10
RACE4	Black	0.09	1	-0.04	0.03	0.02	1.97	<=.05 0.88	-0.03	0.02	1.62	
TEST1	Low	0.20	1	0.02	0.02	0.04	0.41	1.55				
TEST2	25-49%	0.25	1	0.02	0.02	0.03	0.64	1.69				
TEST3	50-75%	0.27	1	-0.02	0.02	0.03	0.87	1.40				
PROG1	General	0.36	1	0.02	0.02	0.02	1.07	1.27				
PROG2	Academic	0.40	1	0.02	0.02	0.03	0.83	1.47				
HAND1	In Program	0.04	1	-0.08	0.03	0.05	1.58	1.58	-0.08	0.03	1.56	
HAND2	Consist Hcp	0.03	1	0.05	0.03	0.05	0.88	1.52	0.05	0.03	0.95	
HAND3	Inconsist Hcp	0.15	1	-0.04	0.02	0.02	1.99	<=.05 1.21	-0.04	0.02	1.97	<=.05
PLAN1	None	0.17	1	0.12	0.03	0.04	2.88	<=.01 1.61	0.12	0.02	3.25	<=.01
PLAN2	Voc/Tech	0.19	1	0.06	0.02	0.03	2.16	<=.05 1.18	0.06	0.02	2.44	<=.05
PLAN3	LT 4Yrs	0.15	1	0.01	0.02	0.03	0.19	1.21	0.01	0.02	0.28	
PLAN4	BA/BS	0.27	1	0.03	0.02	0.02	1.32	1.33	0.03	0.02	1.36	
SES1	Low	0.23	1	0.01	0.03	0.04	0.21	1.07				
SES2	25-49%	0.26	1	0.01	0.03	0.03	0.28	0.96				
SES3	50-75%	0.25	1	0.01	0.02	0.03	0.21	1.38				
PARED1	Lt HS	0.09	1	0.09	0.04	0.06	1.46	1.57	0.10	0.03	1.82	<=.10
PARED2	HS Only	0.29	1	0.10	0.03	0.04	2.32	<=.05 1.29	0.11	0.03	2.80	<=.01
PARED3	Lt 2yrs Voc	0.06	1	0.09	0.04	0.06	1.65	<=.10 1.43	0.10	0.04	1.88	<=.10
PARED4	Gt 2yrs Voc	0.08	1	0.07	0.04	0.06	1.06	1.71	0.07	0.03	1.16	
PARED5	Lt 2yrs Coll	0.09	1	0.05	0.04	0.05	0.95	1.50	0.05	0.03	1.11	
PARED6	2-4 yrs Coll	0.09	1	0.00	0.04	0.05	0.06	1.35	0.00	0.03	0.07	
PARED7	4-5 yrs Coll	0.15	1	0.03	0.03	0.04	0.76	1.19	0.03	0.03	0.85	
PARED8	MA/MS	0.09	1	0.00	0.03	0.05	0.10	1.42	0.00	0.03	0.10	
INC1	Lt $7K	0.05	1	-0.11	0.04	0.04	2.49	<=.05 1.17	-0.10	0.03	2.51	<=.05
INC2	$7-12K	0.11	1	-0.06	0.03	0.04	1.53	1.40	-0.05	0.03	1.46	
INC3	$12-16K	0.14	1	-0.05	0.03	0.04	1.21	1.48	-0.04	0.02	1.14	
INC4	$16-20K	0.18	1	-0.02	0.02	0.04	0.56	1.80	-0.02	0.02	0.45	
INC5	$20-25K	0.18	1	-0.06	0.02	0.04	1.65	<=.10 1.54	-0.05	0.02	1.58	
INC6	$25-38K	0.20	1	-0.06	0.02	0.04	1.51	1.94	-0.06	0.02	1.44	
GRADE1	A	0.15	1	-0.24	0.09	0.14	1.77	<=.10 1.54	-0.26	0.09	1.92	<=.10
GRADE2	A to B	0.23	1	-0.20	0.09	0.13	1.60	1.46	-0.22	0.09	1.76	<=.10
GRADE3	B	0.22	1	-0.15	0.09	0.14	1.15	1.57	-0.17	0.09	1.28	
GRADE4	B to C	0.25	1	-0.15	0.09	0.13	1.20	1.50	-0.17	0.09	1.31	
GRADE5	C	0.11	1	-0.13	0.09	0.13	0.97	1.55	-0.14	0.09	1.03	
GRADE6	C to D	0.04	1	-0.13	0.09	0.14	0.91	1.58	-0.13	0.09	0.95	
REG1	Northeast	0.07	1	0.03	0.03	0.04	0.71	1.25	0.02	0.03	0.51	
REG2	Mid Atlantic	0.16	1	0.08	0.02	0.04	2.27	<=.05 1.44	0.07	0.02	2.15	<=.05
REG3	E No Central	0.21	1	0.00	0.02	0.03	0.14	1.08	0.00	0.02	0.08	
REG4	W No Central	0.09	1	0.00	0.03	0.05	0.05	1.61	0.00	0.03	0.03	
REG5	So Atlantic	0.15	1	0.09	0.02	0.04	2.52	<=.05 1.45	0.09	0.02	2.42	<=.05
REG6	E So Central	0.06	1	0.00	0.03	0.03	0.12	0.97	0.00	0.03	0.10	
REG7	W So Central	0.09	1	0.02	0.03	0.04	0.35	1.55	0.01	0.03	0.30	
REG8	Mountain	0.05	1	0.04	0.03	0.04	1.09	1.16	0.05	0.03	1.20	
OWN1	Rents in 1980	0.12	1	0.06	0.02	0.03	2.11	<=.05 1.52	0.06	0.02	2.12	<=.05
CHILD1	No Kids by 1984	0.84	1	-0.02	0.02	0.03	0.67	1.40				
FSIZE1	1 - 3	0.08	1	-0.03	0.03	0.04	0.76	1.24				
FSIZE2	Four	0.20	1	-0.05	0.03	0.04	1.49	1.19				
FSIZE3	Five	0.24	1	-0.04	0.03	0.04	1.25	1.22				
FSIZE4	Six	0.18	1	-0.05	0.03	0.04	1.40	1.25				
FSIZE5	Seven	0.13	1	-0.04	0.03	0.04	0.95	1.20				
FSIZE6	8 or 9	0.12	1	-0.05	0.03	0.03	1.39	1.11				
LANG1	Noneng Mono	0.01	1	0.21	0.06	0.05	4.31	<=.01 0.82	0.21	0.06	4.28	<=.01
LANG2	Noneng Dom	0.02	1	0.12	0.05	0.05	2.18	<=.05 1.04	0.11	0.05	2.08	<=.05
LANG3	Eng Dom	0.09	1	0.00	0.02	0.03	0.20	1.07	-0.01	0.02	0.30	
TYPE1	Public	0.90	1	0.07	0.04	0.10	0.65	2.66				
TYPE2	Catholic	0.07	1	-0.01	0.04	0.11	0.07	2.49				
URB1	Urban	0.18	1	-0.01	0.02	0.03	0.32	1.34				
URB2	Suburban	0.49	1	0.02	0.01	0.02	0.86	1.28				
EDATT1	No HS Dip	0.00	1	0.18	0.20	0.33	0.53	1.64	0.17	0.20	0.52	
EDATT2	HS Dip	0.59	1	0.08	0.17	0.28	0.29	1.65	0.07	0.17	0.24	
EDATT3	Lic/Cert	0.12	1	0.01	0.17	0.28	0.03	1.62	-0.01	0.17	0.03	
EDATT4	2-3yr Voc Deg	0.07	1	0.04	0.17	0.29	0.13	1.66	0.02	0.17	0.08	
EDATT5	4yr BA	0.21	1	0.04	0.17	0.28	0.15	1.63	0.02	0.17	0.09	
EDATT6	MA	0.01	1	0.15	0.18	0.26	0.59	1.42	0.14	0.18	0.53	
FAMFOR1	Married- No Child	0.19	1	0.00	0.04	0.05	0.05	1.23	-0.02	0.04	0.37	
FAMFOR2	Married-Children	0.19	1	0.05	0.04	0.04	1.06	1.13	0.05	0.04	1.07	
FAMFOR3	D/W/S- No Child	0.02	1	-0.02	0.06	0.08	0.29	1.37	-0.03	0.06	0.44	
FAMFOR4	D/W/S-Children	0.02	1	0.13	0.05	0.07	2.02	<=.05 1.20	0.14	0.05	2.14	<=.05
FAMFOR5	Liv Tog-No Child	0.04	1	-0.01	0.05	0.05	0.28	1.11	-0.03	0.05	0.59	
FAMFOR6	Liv Tog-Children	0.01	1	-0.06	0.07	0.07	0.83	1.04	-0.06	0.07	0.85	
FAMFOR7	Nvr Mar-No Child	0.49	1	-0.02	0.04	0.05	0.34	1.13	-0.03	0.04	0.70	
	Adj. R-Sq. = .06			N = 6482			Avg. DEFT: 1.38			Adj R-Sq. = .06		

Table B.8
Adjusted Means for Having Voted in Any Election Between March 1982 and February 1984

Label	Means	OLS b	Product	Adjusted Means
INTERCEPT	0.50	0.50		
SEX				
Male	0.47	-0.01	-0.01	0.49
Female				0.51
RACE/ETHNICITY				
Hispanic	0.05	-0.01	0.00	0.49
Am Indian	0.01	0.02	0.00	0.52
Asian	0.01	0.11	0.00	0.61
Black	0.09	-0.03	0.00	0.47
White				0.50
HANDICAP				
In prog	0.04	-0.08	0.00	0.43
Cons Hcp	0.03	0.05	0.00	0.56
Incon Hcp	0.15	-0.04	-0.01	0.47
Not Hcp				0.51
PSE PLANS				
None	0.17	0.12	0.02	0.58
Voc/Tech	0.19	0.06	0.01	0.52
LT 4Yrs	0.15	0.01	0.00	0.46
BA/BS	0.27	0.03	0.01	0.49
Adv Deg				0.46
PARENT HI EDUC				
Lt HS	0.09	0.10	0.01	0.54
HS Only	0.29	0.11	0.03	0.55
Lt 2yrs Voc	0.06	0.10	0.01	0.54
Gt 2yrs Voc	0.08	0.07	0.01	0.51
Lt 2yrs Coll	0.09	0.05	0.01	0.49
2-4 yrs Coll	0.09	0.00	0.00	0.44
4-5 yrs Coll	0.15	0.03	0.00	0.47
MA/MS	0.09	0.00	0.00	0.44
PHD/MD				0.44
FAMILY INCOME (CLEAN)				
Lt $7K	0.05	-0.10	0.00	0.44
$7-12K	0.11	-0.05	-0.01	0.49
$12-16K	0.14	-0.04	-0.01	0.50
$16-20K	0.18	-0.02	0.00	0.52
$20-25K	0.18	-0.05	-0.01	0.49
$25-38K	0.20	-0.06	-0.01	0.48
$38K+				0.54

Table B.8
Adjusted Means for Having Voted in Any Election Between March 1982 and February 1984
(continued)

Label	Means	OLS b	Product	Adjusted Means
HS GRADE AVG				
A	0.15	-0.26	-0.04	0.43
A to B	0.23	-0.22	-0.05	0.47
B	0.22	-0.17	-0.04	0.52
B to C	0.25	-0.17	-0.04	0.52
C	0.11	-0.14	-0.01	0.55
C to D	0.04	-0.13	-0.01	0.56
D				0.69
HS REGION				
North East	0.07	0.02	0.00	0.49
Mid Atlantic	0.16	0.07	0.01	0.55
E No Central	0.21	0.00	0.00	0.47
W No Central	0.09	0.00	0.00	0.47
So Atlantic	0.15	0.09	0.01	0.56
E So Central	0.06	0.00	0.00	0.47
W So Central	0.09	0.01	0.00	0.48
Mountain	0.05	0.05	0.00	0.52
Pacific				0.47
OWN/RENT				
Rents	0.12	0.06	0.01	0.56
Owns				0.49
HOME LANGUAGE				
Noneng Mono	0.01	0.21	0.00	0.71
Noneng Dom	0.02	0.11	0.00	0.61
Eng Dom	0.09	-0.01	0.00	0.49
Eng Mono				0.50
EDUC ATTAINMENT				
No HS Dip	0.00	0.17	0.00	0.63
HS Dip	0.59	0.07	0.04	0.52
Lic/Cert	0.12	-0.01	0.00	0.44
2-3yr Voc Deg	0.07	0.02	0.00	0.48
4yr BA	0.21	0.02	0.01	0.48
MA	0.01	0.14	0.00	0.59
PhD/MD/LLB				0.45
FAMILY FORMATION				
Married- No Child	0.19	-0.02	0.00	0.49
Married-Children	0.19	0.05	0.01	0.56
D/W/S- No Child	0.02	-0.03	0.00	0.48
D/W/S-Children	0.02	0.14	0.00	0.65
Liv Tog-No Child	0.04	-0.03	0.00	0.48
Liv Tog-Children	0.01	-0.06	0.00	0.45
Nvr Mar-No Child	0.49	-0.03	-0.01	0.48
Nvr Marr-Children				0.51

APPENDIX C
Data for Figures

Data for Figure 1.1
Percent of 1980 High School Seniors Enrolled in Postsecondary Education, 1980 to 1986

Total	70.15
S.E.	0.789
Unwtd. N	10128
Sex	
Men	68.16
S.E.	1.116
Unwtd. N	4573
Women	72
S.E.	0.974
Unwtd. N	5555
Race/Ethnicity	
Hispanics	61.17
S.E.	2.479
Unwtd. N	1862
Am Indians	63.67
S.E.	2.479
Unwtd. N	1862
Asians	91.46
S.E.	1.728
Unwtd. N	350
Blacks	66.55
S.E.	1.5
Unwtd. N	2588
Whites	70.76
S.E.	0.917
Unwtd. N	5109
Socioeconomic Status	
Low SES	53.84
S.E.	1.322
Unwtd. N	592
Med-Low SES	64.19
S.E.	1.451
Unwtd. N	2208
Med-High SES	77.03
S.E.	1.293
Unwtd. N	1929
High SES	90.85
S.E.	0.963
Unwtd. N	1865

Data for Figure 1.2
Percent of 1980 High School Seniors of Different Characteristics Enrolled in Four-Year and Other Institutions, 1980 to 1986

	Enrolled in 4 Year Institution	Enrolled in Other Institution
Total	44.33	36.95
S.E.	0.9	0.775
Unwtd. N	10128	10128
Sex		
Men	44.64	34.32
S.E.	1.203	1.09
Unwtd. N	4573	4573
Women	44.04	39.40
S.E.	1.12	1.014
Unwtd. N	5555	5555
Race/Ethnicity		
Hispanics	28.70	44.01
S.E.	1.947	2.417
Unwtd. N	1862	1862
Am Indians	28.70	44.01
S.E.	2.062	2.417
Unwtd. N	1862	1862
Asians	66.48	48.47
S.E.	3.536	4.763
Unwtd. N	350	350
Blacks	39.24	35.91
S.E.	1.54	1.401
Unwtd. N	2588	2588
Whites	45.77	36.24
S.E.	1.045	0.91
Unwtd. N	5109	5109
Socioeconomic Status		
Low SES	24.92	35.52
S.E.	1.102	1.196
Unwtd. N	592	592
Med-Low SES	34.43	38.73
S.E.	1.349	1.382
Unwtd. N	2208	2208
Med-High SES	49.51	41.38
S.E.	1.491	1.526
Unwtd. N	1929	1929
High SES	73.53	32.84
S.E.	1.545	1.566
Unwtd. N	1865	1865

Data for Figure 1.3
Percent of 1980 High School Seniors Enrolled in Postsecondary Education Each Year, 1980-81 to 1985-86

	Enrolled 4 Year Institution	Enrolled Other Institution
1980-81	47.44	30.66
S.E.	1.042	0.922
1981-82	45.52	29.86
S.E.	1.038	0.93
1982-83	42.75	18.13
S.E.	0.99	0.698
1983-84	45.05	14.75
S.E.	1.013	0.706
1984-85	27.01	9.54
S.E.	0.79	0.79
1985-86	18.01	8.82
S.E.	0.699	0.493
Unwtd. N	7400	7400

Data for Figure 1.4
Fields of Study for Vocational Certificates Completed by 1980 High School Seniors Who Entered Postsecondary Education by 1984†

	Technical/ Computer/ Engineering	Health Occup	Mktg & Bus	Public Service & Educ	Trade & Industry	Other Field of Study
Percentage	1.52	1.81	2.09	0.19	0.85	1.34
S.E.	0.227	0.231	0.248	0.067	0.161	0.205
Unwtd. N	7137	7137	7137	7137	7137	7137

† Figures in table are percentages of 1980 high school seniors who entered postsecondary education by 1984 and received vocational certificates in the named field by February 1986. The data shown here were used to calculate the percentages in Figure 1.4 in the text, which show the percentage of certificates awarded that were in each named field.

Data for Figure 1.5
Fields of Study for Vocational Certificates Completed by Men and Women: Percent of 1980 High School Seniors Who Entered Postsecondary Education by 1984

	Technical/ Computer/ Engineering	Health Occup	Mktg & Bus	Public Service & Educ	Trade & Industry	Other Field of Study
Men	2.26	0.59	0.85	0.28	1.72	1.06
S.E.	0.397	0.184	0.235	0.121	0.337	0.309
Unwtd. N	3140	3140	3140	3140	3140	3140
Women	0.86	2.88	3.18	0.11	0.08	1.59
S.E.	0.222	0.395	0.414	0.067	0.063	0.277
Unwtd. N	3997	3997	3997	3997	3997	3997

Data for Figure 1.6
Fields of Study for A.A. Degrees Completed by 1980 High School Seniors Who Entered Postsecondary Education by 1984†

	Math/ Science	Social Science	Lang/ Human	Comptr/ Engr	Health Occup	Mktg & Bus	Service & Educ	Trade & Indstry	Other Fields
Percentage	0.30	0.36	0.55	1.45	1.07	3.14	1.64	0.63	1.35
S.E.	0.106	0.101	0.130	0.204	0.172	0.294	0.219	0.148	0.202
Unwtd. N	7137	7137	7137	7137	7137	7137	7137	7137	7137

† Figures in table are percentages of 1980 high school seniors who entered postsecondary education by 1984 and received A.A. degrees in the named field by February 1986. The data shown here were used to calculate the percentages in Figure 1.6 in the text, which show the percentage of A.A.'s awarded that were in each named field.

Data for Figure 1.7
Fields of Study for A.A. Degrees Completed by Men and Women: Percent of 1980 High School Seniors Who Entered Postsecondary Education by 1984

	Math/ Science	Social Science	Lang/ Human	Comptr/ Engr	Health Occup	Mktg & Bus	Service & Educ	Trade & Indstry	Other Fields
Men	0.25	0.42	0.43	2.33	0.35	2.11	1.05	1.14	1.39
S.E.	0.147	0.179	0.169	0.393	0.130	0.352	0.252	0.267	0.290
Unwtd. N	3140	3140	3140	3140	3140	3140	3140	3140	3140
Women	0.34	0.31	0.66	0.69	1.70	4.05	2.16	0.19	1.33
S.E.	0.152	0.109	0.194	0.172	0.298	0.452	0.342	0.150	0.255
Unwtd. N	3997	3997	3997	3997	3997	3997	3997	3997	3997

Data for Figure 1.8
Percent of Students Earning Four-Year Degrees for
1980 High School Seniors Who Entered Postsecondary Education by 1982

Total	29.59
S.E.	0.952
Unwtd. N	6620
Sex	
Men	30.08
S.E.	1.315
Unwtd. N	2896
Women	29.18
S.E.	1.179
Unwtd. N	3724
Race/Ethnicity	
Hispanics	12.40
S.E.	1.354
Unwtd. N	1168
Am Indians	18.30
S.E.	6.889
Unwtd. N	102
Asians	31.56
S.E.	4.358
Unwtd. N	299
Blacks	16.99
S.E.	1.564
Unwtd. N	1566
Whites	32.23
S.E.	1.097
Unwtd. N	3465
Socioeconomic Status	
Low SES	15.11
S.E.	1.201
Unwtd. N	1874
Med-Low SES	19.62
S.E.	1.60
Unwtd. N	1382
Med-High SES	29.54
S.E.	1.61
Unwtd. N	1416
High SES	43.17
S.E.	1.77
Unwtd. N	1650

Data for Figure 1.9
Percent of Students Earning Four-Year Degrees At Public and Private Institutions for 1980 High School Seniors Who Entered Postsecondary Education by 1982

	Public	Private
Total	10.65	18.95
S.E.	0.681	0.783
Unwtd. N	6620	6620
Sex		
Men	10.53	19.54
S.E.	0.951	1.095
Unwtd. N	2896	2896
Women	10.74	18.44
S.E.	0.817	0.999
Unwtd. N	3724	3724
Race/Ethnicity		
Hispanics	3.12	9.28
S.E.	0.645	1.112
Unwtd. N	1168	1168
Am Indians	4.58	13.71
S.E.	2.271	6.582
Unwtd. N	102	102
Asians	7.87	23.69
S.E.	2.2	4.08
Unwtd. N	299	299
Blacks	4.71	12.28
S.E.	0.668	1.372
Unwtd. N	1566	1566
Whites	11.93	20.30
S.E.	0.791	0.917
Unwtd. N	3465	3465
Socioeconomic Status		
Low SES	3.67	11.44
S.E.	0.584	1.124
Unwtd. N	1874	1874
Med-Low SES	6.95	12.67
S.E.	1.00	1.361
Unwtd. N	1382	1382
Med-High SES	8.67	20.87
S.E.	1.021	1.426
Unwtd. N	1416	1416
High SES	17.92	25.25
S.E.	1.457	1.454
Unwtd. N	1650	1650

Data for Figure 1.10
Fields of Study for Four-Year Degrees Completed:
Percent of 1980 High School Seniors Who
Entered Postsecondary Education by 1982†

Math & Science	2.39
S.E.	0.268
Unwtd. N	6620
Social Science	4.22
S.E.	0.392
Unwtd. N	
Humanities	4.52
S.E.	0.408
Unwtd. N	6620
Technical	3.45
S.E.	0.328
Unwtd. N	6620
Health	1.28
S.E.	0.198
Unwtd. N	6620
Business	7.99
S.E.	0.506
Unwtd. N	6620
Education	3.49
S.E.	0.324
Unwtd. N	6620
Other Fields	2.26
S.E.	0.277
Unwtd. N	6620

† Figures in table are percentages of 1980 high school seniors who entered postsecondary education by 1982 and received four-year degrees in the named field by February 1986. The data shown here were used to calculate the percentages in Figure 1.8 in the text, which show the percentage of four-year degrees that were in each named field.

Data for Figure 1.11
Percentage of 1980 High School Seniors Who Entered Postsecondary Education by 1982 and Left School Without a Four-Year Degree

Total	57
S.E.	0.98
Unwtd. N	6620
Sex	
Women	59
S.E.	1.225
Unwtd. N	3724
Men	54
S.E.	1.369
Unwtd. N	2896
Race/Ethnicity	
White	55
S.E.	1.135
Unwtd. N	3465
Black	71
S.E.	1.834
Unwtd. N	1566
Asian	47
S.E.	4.86
Unwtd. N	299
Native America	65
S.E.	7.82
Unwtd. N	102
Hispanic	66
S.E.	2.689
Unwtd. N	1168
Socioeconomic Status	
High SES	42
S.E.	1.721
Unwtd. N	1650
Med-High SES	57
S.E.	1.674
Unwtd. N	1416
Med-Low SES	66
S.E.	1.77
Unwtd. N	1382
Low SES	73
S.E.	1.563
Unwtd. N	1874

Data for Figure 1.12
Relationship between 1980 Expectations and Postsecondary Progress by 1986: Percent of 1980 High School Seniors

	Vocational Certificate	A.A. Degree	BA/BS Degree
Total	5.6	6.77	17.86
S.E.	0.332	0.354	0.658
Unwtd. N	10583	10583	10583
No PSE Plans	4.56	1.47	0.16
S.E.	0.713	0.446	0.134
Unwtd. N	1635	1635	1635
Voc/Tech School	7.96	5.2	1
S.E.	0.893	0.734	0.307
Unwtd. N	1847	1847	1847
LT 4 Yrs of College	7.94	12.91	6.2
S.E.	0.946	1.235	0.9
Unwtd. N	1529	1529	1529
BA/BS	5.26	8.62	34.29
S.E.	0.624	0.773	1.398
Unwtd. N	2639	2639	2639
Advanced Degree	3.18	8.57	41.23
S.E.	0.518	0.944	1.65
Unwtd. N	2274	2274	2274

Data for Figure 2.1
Percentage of 1980 High School Seniors Employed, Unemployed, or Not In the Labor Force on Specified Dates

Dates	Employed	Unemployed	NILF
3rd Q 1980	61.68	6.61	31.71
S.E.	0.752	0.353	0.719
4th Q 1980	62.77	6.8	30.43
S.E.	0.731	0.359	0.691
1st Q 1981	64.4	6.51	29.1
S.E.	0.73	0.351	0.685
2nd Q 1981	74.98	5.33	19.68
S.E.	0.659	0.325	0.613
3rd Q 1981	71.25	4.71	24.04
S.E.	0.692	0.305	0.669
4th Q 1981	69.54	5.88	24.58
S.E.	0.702	0.339	0.682
1st Q 1982	55.58	7.08	37.33
S.E.	0.758	0.354	0.733
Unwtd. N	10139	10139	10139
2nd Q 1982	67.8	5.68	26.52
S.E.	0.694	0.35	0.645
3rd Q 1982	64.91	5.12	29.97
S.E.	0.759	0.33	0.715
4th Q 1982	63.75	5.1	31.15
S.E.	0.772	0.33	0.732
1st Q 1983	64.49	5.14	30.37
S.E.	0.744	0.326	0.71
2nd Q 1983	70.21	5.19	24.61
S.E.	0.685	0.325	0.625
3rd Q 1983	67.98	4.54	27.48
S.E.	0.72	0.294	0.69
4th Q 1983	65.37	4.04	30.59
S.E.	0.724	0.294	0.698
1st Q 1984	57.57	4.47	37.96
S.E.	0.819	0.302	0.799
Unwtd. N	10040	10040	10040
2nd Q 1984	63.92	4.51	31.58
S.E.	0.726	0.305	0.694
3rd Q 1984	65.5	3.96	30.54
S.E.	0.682	0.271	0.661
4th Q 1984	67.01	3.76	29.23
S.E.	0.698	0.275	0.677
1st Q 1985	69.25	4.16	26.59
S.E.	0.69	0.277	0.654
2nd Q 1985	72.74	3.13	24.12
S.E.	0.645	0.24	0.606
3rd Q 1985	72.53	2.83	24.63
S.E.	0.622	0.217	0.596
4th Q 1985	71.98	3.63	24.39
S.E.	0.66	0.266	0.626
1st Q 1986	69.56	4.62	25.82
S.E.	0.647	0.288	0.627
Unwtd. N	10536	10536	10536

Data for Figure 2.2
Percentage of Male and Female of 1980 High School Seniors
Employed and Unemployed on Specified Date

Dates	Employment		Unemployment	
	Males	Females	Males	Females
3rd Q 1980	66.32	57.33	4.9	8.2
S.E.	1.044	1.003	0.456	0.512
4th Q 1980	66.02	59.72	5.4	8.11
S.E.	1.051	0.962	0.463	0.539
1st Q 1981	67.98	61.04	5.48	7.47
S.E.	1.033	0.974	0.473	0.516
2nd Q 1981	79.32	70.92	3.54	7.01
S.E.	0.874	0.917	0.359	0.525
3rd Q 1981	74.9	67.83	3.13	6.18
S.E.	0.978	0.948	0.335	0.481
4th Q 1981	72.43	66.82	4.81	6.88
S.E.	0.987	0.989	0.456	0.487
1st Q 1982	56.82	54.42	5.4	8.66
S.E.	1.094	1.015	0.439	0.556
Unwtd. N	4601	5538	4601	5538
2nd Q 1982	70.3	65.46	5.42	5.92
S.E.	0.962	0.965	0.487	0.455
3rd Q 1982	67.28	62.7	4.81	5.4
S.E.	1.032	1.004	0.449	0.442
4th Q 1982	65.99	61.66	4.74	5.43
S.E.	1.029	0.992	0.455	0.457
1st Q 1983	67.6	61.57	4.48	5.76
S.E.	1.001	0.967	0.417	0.47
2nd Q 1983	73.89	66.76	4.44	5.89
S.E.	0.932	0.947	0.417	0.476
3rd Q 1983	71.89	64.32	3.6	5.42
S.E.	0.964	0.981	0.382	0.442
4th Q 1983	68.64	62.31	3.6	4.46
S.E.	0.992	0.979	0.405	0.424
1st Q 1984	61.11	54.26	4.4	4.54
S.E.	1.103	1.058	0.427	0.411
Unwtd. N	4551	5489	4551	5489
2nd Q 1984	68.89	59.18	3.58	5.39
S.E.	1.013	0.955	0.391	0.447
3rd Q 1984	69.73	61.46	3.12	4.77
S.E.	0.982	0.962	0.348	0.4
4th Q 1984	70.24	63.93	3.51	3.99
S.E.	0.975	0.962	0.399	0.36
1st Q 1985	72.82	65.85	3.66	4.63
S.E.	0.985	0.962	0.4	0.38
2nd Q 1985	77.54	68.17	2.38	3.85
S.E.	0.894	0.915	0.303	0.353
3rd Q 1985	76.65	68.61	1.85	3.77
S.E.	0.9	0.897	0.263	0.333
4th Q 1985	75.48	68.66	3.12	4.11
S.E.	0.948	0.902	3.81	0.375
1st Q 1986	73.63	65.69	4.17	5.05
S.E.	0.937	0.897	0.423	0.416
Unwtd. N	4832	5704	4832	5704

Data for Figure 2.3
Percentage of 1980 High School Seniors Employed Between the Second Quarter of 1982 and the First Quarter of 1986 by Race/Ethnicity

Dates	Hispanics	Native Americans	Asians	Blacks	Whites
3rd Q 1980	60.95	64.34	52.76	46.51	64.12
S.E.	2.317	4.929	3.808	1.533	0.861
2nd Q 1980	66.44	62.94	52.8	47.97	64.94
S.E.	2.337	4.919	4.264	1.565	0.845
1st Q 1981	66.76	64.57	53.98	49.08	66.72
S.E.	2.272	4.747	4.032	1.473	0.837
2nd Q 1981	71.23	76.14	67.57	58.86	77.82
S.E.	2.065	5.059	3.269	1.434	0.749
3rd Q 1981	70.74	72.5	66.82	57.42	73.46
S.E.	2.066	4.666	3.756	1.523	0.803
4th Q 1981	73.81	66.41	63.08	55.85	71.42
S.E.	1.93	5.641	4.144	1.421	0.821
1st Q 1982	53.22	48.77	53.31	43.49	57.69
S.E.	2.33	5.563	4.166	1.498	0.863
Unwtd. N	1682	192	346	2616	5107
2nd Q 1982	62.99	55.32	66.81	51.53	70.61
S.E.	2.28	4.698	3.358	1.571	0.764
3rd Q 1982	64.21	61.1	63.83	50.28	67.27
S.E.	2.305	4.942	4.171	1.54	0.843
4th Q 1982	63.06	58.27	56.69	50.36	65.98
S.E.	2.3	5.244	4.631	1.565	0.87
1st Q 1983	64.86	63.36	57.03	51.15	66.64
S.E.	2.314	4.74	5.024	1.564	0.84
2nd Q 1983	66.46	63.96	64.22	56.33	72.67
S.E.	2.347	4.455	4.208	1.617	0.769
3rd Q 1983	67.88	62.49	56.39	56.63	69.91
S.E.	2.167	5.372	4.231	1.516	0.822
4th Q 1983	64.85	62.45	54.85	55.73	66.99
S.E.	2.28	5.028	4.368	1.499	0.831
1st Q 1984	61.3	52.92	41.75	51.52	58.76
S.E.	2.137	5.952	4.178	1.577	0.958
Unwtd. N	1858	185	341	2560	5054
2nd Q 1984	61.26	55.57	50.3	53.63	66.22
S.E.	2.09	5.379	4.274	1.491	0.851
3rd Q 1984	62.24	57.72	58.8	55.62	67.57
S.E.	2.191	5.143	3.922	1.359	0.8
4th Q 1984	64.4	62	58.62	56.83	69.18
S.E.	2.173	5.168	3.706	1.367	0.808
1st Q 1985	65.93	64.23	63.1	58.8	71.52
S.E.	2.098	5.548	3.858	1.44	0.794
2nd Q 1985	65.59	61.77	64.03	62.78	75.3
S.E.	2.189	5.057	3.24	1.404	0.748
3rd Q 1985	67.32	64.7	69.02	61.9	74.93
S.E.	1.996	5.703	2.957	1.357	0.728
4th Q 1985	66.91	57.24	70.6	62.58	74.25
S.E.	2.2	5.211	2.868	1.395	0.783
1st Q 1986	63.06	56.25	65.8	60.43	71.86
S.E.	2.267	5.582	3.787	1.492	0.765
Unwtd. N	1950	200	356	2726	5246

Data for Figure 2.4
Percentage of 1980 High School Seniors Unemployed Between the Second Quarter of 1982 and the First Quarter of 1986 by Race/Ethnicity

Dates	Hispanics	Native Americans	Asians	Blacks	Whites
3rd Q 1980	7.54	8.28	6.68	10.41	5.96
S.E.	1.143	2.168	1.509	0.857	0.414
4th Q 1980	7.2	7.11	6.07	10.98	6.13
S.E.	1.278	1.916	1.732	0.89	0.416
1st Q 1981	6.85	7.54	3.86	11.63	5.74
S.E.	1.191	2.922	1.077	0.847	0.403
2nd Q 1981	8.2	6.57	3.37	10.99	4.25
S.E.	1.467	3.01	0.963	0.901	0.349
3rd Q 1981	5.59	6.37	4.01	8.99	3.96
S.E.	1.104	2.854	1.17	0.75	0.339
4th Q 1981	5.1	4.02	2.79	10.79	5.29
S.E.	0.865	1.383	1.075	0.912	0.389
1st Q 1982	8.32	9.23	4.33	11.96	6.23
S.E.	1.343	2.29	1.219	0.914	0.395
Unwtd. N	1682	192	346	2616	5107
2nd Q 1982	5.45	5.4	4.98	13.46	4.64
S.E.	1.063	1.79	2.685	1.008	0.383
3rd Q 1982	5.79	4.84	2.46	12.6	4.08
S.E.	1.227	1.488	0.93	1.195	0.344
4th Q 1982	5.5	6.46	4.72	12.12	4.07
S.E.	1.253	1.785	2.453	1.151	0.345
1st Q 1983	5.42	8.29	4.72	12.23	4.08
S.E.	1.191	2.225	2.912	1.117	0.344
2nd Q 1983	5.72	10.74	4.35	11.56	4.21
S.E.	1.227	3.378	2.379	1.109	0.342
3rd Q 1983	4.04	9.62	2.52	11.14	3.62
S.E.	0.701	2.971	0.841	0.968	0.328
4th Q 1983	4.1	8.98	7.94	9.61	3.12
S.E.	0.713	3.123	3.647	0.937	0.32
1st Q 1984	3.81	7.74	5.94	10.25	3.63
S.E.	0.673	1.878	2.432	0.896	0.332
Unwtd. N	1858	185	341	2560	5054
2nd Q 1984	3.71	10.29	10.86	9.27	3.63
S.E.	0.825	3.181	3.895	0.983	0.327
3rd Q 1984	3.45	6.59	5.07	8	3.34
S.E.	0.482	2.121	2.7	0.875	0.299
4th Q 1984	3.41	5.27	5.01	8.32	3
S.E.	0.729	1.703	2.642	0.867	0.299
1st Q 1985	4.31	6.3	4.99	8.04	3.47
S.E.	0.892	2.349	2.576	0.817	0.303
2nd Q 1985	4.06	6.95	3.36	6.52	2.5
S.E.	0.777	2.053	0.99	0.669	0.274
3rd Q 1985	3.81	6.31	2.83	6.48	2.2
S.E.	0.752	2.056	0.837	0.757	0.239
4th Q 1985	3.47	5.39	1.9	6.89	3.15
S.E.	0.742	1.654	0.706	0.733	0.312
1st Q 1986	3.8	14.56	3.98	7.57	4.16
S.E.	0.623	4.445	1.187	0.697	0.337
Unwtd. N	1950	200	356	2726	5246

Data for Figure 2.5
Percentage of 1980 High School Graduates by Educational History

	HS Diploma	Some PSE	1 or 2 Year PSE Degree	4 Year PSE Degree
Percentage of Seniors	31.50	38.13	11.29	19.08
S.E.	0.812	0.730	0.464	0.692
Unwtd. N	9637	9637	9637	9637

Data for Figure 2.6
Percentage of 1980 High School Graduates with Specified Level of Educational Achievement in the Various Employment Categories

	HS Diploma	Some PSE	1 or 2 Year PSE Degree	4 Year PSE Degree
Continuous Full-Time	26.40	27.97	26.64	26.08
S.E.	1.183	1.026	1.909	1.564
Unwtd. N	2763	3968	1174	1732
Intermittent Full-Time	56.51	39.04	38.61	0.26
S.E.	1.316	1.073	2.118	0.217
Unwtd. N	2763	3968	1174	1732
Part-Time	10.57	16.03	19.73	1.80
S.E.	0.834	0.849	1.755	0.422
Unwtd. N	2763	3968	1174	1732
Not In The Labor Force	6.53	16.96	15.02	71.86
S.E.	0.647	0.895	1.492	1.640
Unwtd. N	2763	3968	1174	1732

Data for Figure 2.7
Average Wages of 1980 High School Graduates Working Continuously Full-Time in 1980, 1985, and 1986 by Level of Education

	1980	1984	1986
High School Diploma	$4.47	$5.53	$5.72
S.E.	0.147	0.150	0.142
Unwtd. N	528	629	596
Some PSE	$4.13	$5.52	$5.88
S.E.	0.118	0.108	0.120
Unwtd. N	710	1016	970
1 or 2 Year PSE	$3.82	$5.86	$6.10
S.E.	0.250	0.182	0.207
Unwtd. N	201	294	276
4 Year PSE	$4.30	$7.39	$7.87
S.E.	0.279	0.220	0.229
Unwtd. N	235	405	405

Data for Figure 2.8
Average Wages of 1980 High School Graduates in 1980, 1984, and 1986 Among Those Working Intermittently Full-Time by Level of Education

	1980	1984	1986
High School Diploma	$4.27	$5.60	$5.79
S.E.	0.117	0.143	0.133
Unwtd. N	1024	981	977
Some PSE	$3.92	$5.77	$6.23
S.E.	0.101	0.124	0.128
Unwtd. N	857	1158	1191
1 or 2 Year PSE	$3.77	$6.35	$7.45
S.E.	0.115	0.301	0.551
Unwtd. N	252	332	360

Data for Figure 2.9
Average Wages in 1980, 1984, and 1986 of 1980 High School Graduates Working Part-Time by Level of Education

	1980	1984	1986
High School Diploma	$4.85	$5.12	$5.24
S.E.	0.930	0.287	0.299
Unwtd. N	148	121	131
Some PSE	$4.17	$6.36	$6.76
S.E.	0.279	0.302	0.346
Unwtd. N	340	446	476
1 or 2 Year PSE	$4.59	$5.81	$6.46
S.E.	0.553	0.401	0.398
Unwtd. N	134	146	157

Data for Figure 3.1
Marital Status of 1980 High School Seniors in 1986

	Never Married	Married	Divorced, Widowed or Separated	Living Together
Total	54.07	36.33	4.54	5.07
S.E.	0.771	0.751	0.307	0.314
Unwtd. N	10473	10473	10473	10473

Data for Figure 3.2
Percent of 1980 High School Men and Women Who Were Married in 1986 by Race and Socioeconomic Status

	Male	Female
Total	29.94	42.42
S.E.	1.008	1.011
Unwtd. N	4813	5660
Race		
Hispanic	31.76	43.88
S.E.	3.141	3.270
Unwtd. N	879	1055
Native American	35.46	51.47
S.E.	5.584	7.398
Unwtd. N	111	88
Asian	14.75	27.03
S.E.	3.407	4.523
Unwtd. N	176	178
Black	20.85	24.14
S.E.	1.552	1.728
Unwtd. N	1168	1531
White	31.21	45.40
S.E.	1.169	1.178
Unwtd. N	2451	2778
SES		
Low	37.02	48.98
S.E.	2.026	1.718
Unwtd. N	1512	2132
25 to 49%	33.54	45.23
S.E.	1.904	2.033
Unwtd. N	1030	1245
50 to 75%	25.68	41.73
S.E.	1.957	2.027
Unwtd. N	964	1020
High	22.65	33.27
S.E.	1.765	2.07
Unwtd. N	947	946

Data for Figure 3.3
Percentage of 1980 High School Seniors Ever Married
by Education History

	Percent Ever Married
Total 41.50	
S.E.	0.777
Unwtd. N	10473
Education History	
HS Diploma or GED Only	55.04
S.E.	1.288
Unwtd. N	3149
Some PSE	37.88
S.E.	1.171
Unwtd. N	4233
1 or 2 Yr Degree	41.08
S.E.	2.176
Unwtd. N	1219
4 Yr Degree	24.85
S.E.	1.486
Unwtd. N	1803

Data for Figure 3.4
Percentage of 1980 High School Seniors Ever Married
According to the Age Students First Expected to Marry in 1980

	Percent Ever Married
Total	41.50
S.E.	0.777
Unwtd. N	10473
Age Planning to First Marry	
Not Planning to Marry	26.51
S.E.	2.497
Unwtd. N	742
Before 21 Years Old	74.45
S.E.	1.598
Unwtd. N	1472
Between 21 and 24 Years Old	40.74
S.E.	1.096
Unwtd. N	4256
25 Years or Older	25.81
S.E.	1.232
Unwtd. N	2905

Data for Figure 3.5
Percent of 1980 High School Seniors with Children by Educational History

	No Children	One Child	Two or More Children
Total	73.25	16.55	10.20
S.E.	0.726	0.587	0.434
Unwtd. N	10444	10444	10444
HS Diploma or GED Only	56.51	25.25	18.24
S.E.	1.297	1.127	0.970
Unwtd. N	3141	3141	3141
Some PSE	76.19	15.39	8.42
S.E.	0.982	0.819	0.613
Unwtd. N	4218	4218	4218
1 or 2 Yr Degree	78.95	14.96	6.09
S.E.	1.746	1.551	0.951
Unwtd. N	1214	1214	1214
4 Yr Degree	94.55	4.30	1.15
S.E.	0.808	0.747	0.346
Unwtd. N	1802	1802	1802

Data for Figure 3.6
Percentage of 1980 High School Seniors with Children According to the Age Students First Expected to Have Children in 1980

	Percent with Children
Total	26.75
S.E.	0.726
Unwtd. N	10443
Age Planning to First Have Children	
Not Planning to Have Children	19.79
S.E.	1.740
Unwtd. N	1036
Before 21 Years Old	75.83
S.E.	2.629
Unwtd. N	633
Between 21 and 24 Years Old	33.88
S.E.	1.284
Unwtd. N	2738
25 Years or Older	17.70
S.E.	.844
Unwtd. N	4707

Data for Figure 3.7
Percent of 1980 High School Seniors in Each Household Grouping by Education History

	Alone or with Non-relatives	With Parents or Guardians	With Spouse and/or Children
HS Diploma Only	19.17	24.19	51.47
S.E.	1.019	1.067	1.259
Unwtd. N	3105	3105	3105
Some PSE	29.43	30.53	36.01
S.E.	1.059	1.071	1.130
Unwtd. N	4114	4114	4114
1 or 2 Yr Degree	30.37	29.78	36.08
S.E.	1.954	1.905	2.148
Unwtd. N	1199	1199	1199
4 Yr Degree	45.53	26.17	23.89
S.E.	1.710	1.394	1.462
Unwtd. N	1782	1782	1782

Data for Figure 3.8
Distance Between High School Area and Current Residence for 1980 High School Seniors by Education History

	Same Area	Less Than 100 Miles	100 or More Miles
Total	36.76	38.79	24.45
S.E.	0.742	0.736	0.677
Unwtd. N	10180	10180	10180
Education History			
HS Diploma or GED Only	39.74	43.45	16.81
S.E.	1.264	1.230	0.937
Unwtd. N	3096	3096	3096
Some PSE	37.03	38.60	24.38
S.E.	1.132	1.192	0.990
Unwtd. N	4103	4103	4103
1 or 2 Yr Degree	37.17	38.65	24.18
S.E.	2.115	2.105	1.817
Unwtd. N	1196	1196	1196
4 Yr Degree	29.15	31.79	39.06
S.E.	1.561	1.641	1.699
Unwtd. N	1779	1779	1779

Data for Figure 4.1
Mean Self-Concept Scores by Race/Ethnicity

	1980	1982	1986
Race/Ethnicity			
Hispanic	-0.07	-0.06	0.03
Native American	-0.14	0.00	-0.11
Asian	-0.07	-0.07	0.02
Black	0.12	0.02	0.07
White	-0.01	0.00	-0.01

Data for Figure 4.2
Mean Self-Concept Scores by Educational Attainment

	1980	1982	1986
Educational Attainment			
No HS Diploma	-0.05	-0.17	-0.38
HS Diploma	-0.05	-0.04	-0.05
Lic or Cert	-0.01	0.03	0.00
2-3 Yr Voc Deg	-0.06	-0.06	0.01
4 Yr BA or Higher	0.17	0.14	0.18

Data for Figure 4.3
Mean Locus of Control Scores by Race/Ethnicity

	1980	1982	1986
Race/Ethnicity			
Hispanic	0.19	-0.17	-0.19
Native American	-0.22	-0.26	-0.20
Asian	-0.06	-0.10	-0.05
Black	-0.26	-0.32	-0.28
White	0.05	0.06	0.06

Data for Figure 4.4
Mean Locus of Control Scores by Educational Attainment

	1980	1982	1986
Educational Attainment			
No HS Diploma	-0.65	-0.49	-0.53
HS Diploma	-0.09	-0.07	-0.08
Lic or Cert	-0.07	-0.06	-0.06
2-3 Yr Voc Deg	0.03	0.07	0.08
4 Yr BA or Higher	0.30	0.24	0.28

Data for Figure 4.5
Percent of 1980 Seniors Registered to Vote by Race/Ethnicity; and Percent of 1980 Seniors Voting by Race/Ethnicity

	Registered to Vote 1982	Registered to Vote 1984	Registered to Vote 1986	Voted 1982	Voted 1984	Voted 1986
Race/Ethnicity						
Hispanic	53	57	70	41	39	53
Native American	57	60	66	49	50	54
Asian	40	58	72	32	44	57
Black	60	72	78	41	50	62
White	64	67	72	53	48	61

Data for Figure 4.6
Percent of 1980 Seniors Registered to Vote by Race/Ethnicity; and Percent of 1980 Seniors Voting by Race/Ethnicity

	Registered to Vote 1982	Registered to Vote 1984	Registered to Vote 1986	Voted 1982	Voted 1984	Voted 1986
Race/Ethnicity						
Hispanic	53	57	70	41	39	53
Native American	57	60	66	49	50	54
Asian	40	58	72	32	44	57
Black	60	72	78	41	50	62
White	64	67	72	53	48	61

APPENDIX D
Means, Standard Errors, and Samples Sizes for Tables

Table 1a
Status of 1980 High School Seniors
During the First Week of February 1986[1]

	In School	Working	Apprenticeship	Looking for Work	Keeping House	Armed Forces	Other
MALES							
Hispanic	17.16	81.15	1.67	11.96	1.40	5.14	4.88
S.E.	1.750	2.043	0.587	1.863	0.367	1.017	1.063
Unwtd. N	1156						
Native American	22.20	70.94	3.31	11.80	2.17	3.75	2.10
S.E.	6.952	6.200	1.946	3.044	1.545	1.926	1.335
Unwtd. N	103						
Asian	52.11	71.92	2.49	8.88	2.16	6.35	6.14
S.E.	5.926	4.165	1.433	2.847	1.295	2.191	2.441
Unwtd. N	165						
Black	16.05	79.22	1.18	12.86	2.66	7.12	5.73
S.E.	1.725	1.846	0.336	1.784	0.610	0.855	1.069
Unwtd. N	1082						
White	21.40	81.48	1.68	9.50	1.33	6.17	5.30
S.E.	0.984	1.006	0.310	0.735	0.302	0.620	0.578
Unwtd. N	2282						
FEMALES							
Hispanic	15.33	70.37	1.23	6.74	24.01	0.34	8.38
S.E.	1.805	2.357	0.686	0.986	2.289	0.138	1.105
Unwtd. N	1341						
Native American	15.37	50.70	0.00	17.65	43.46	0.00	17.88
S.E.	4.218	7.524	0.000	6.506	7.681	0.000	6.550
Unwtd. N	83						
Asian	38.28	77.42	5.85	9.42	16.17	4.96	16.17
S.E.	5.744	4.014	4.677	3.299	5.242	4.626	5.358
Unwtd. N	166						
Black	16.43	70.20	0.49	14.37	17.38	1.38	7.49
S.E.	1.449	1.813	0.181	1.220	1.641	0.301	0.903
Unwtd. N	1417						
White	16.36	75.97	0.33	8.17	14.80	1.58	8.85
S.E.	0.862	0.974	0.123	0.624	0.839	0.299	0.695
Unwtd. N	2643						

[1] Percentage of students in each category. Since students could give more than one response, rows will not add up to 100%.

Table 1.1a
Percent of 1980 High School Seniors Attaining One-Year and Two-Year Degrees After Enrolling in Postsecondary Education by 1984

	Vocational Certificate	AA
Total 8	11	
S.E.	0.487	0.543
Unwtd. N	7137	7137
Sex		
Men	7	9
S.E.	0.658	0.755
Unwtd. N	3140	3140
Women	9	11
S.E.	0.689	0.723
Unwtd. N	3997	3997
Race/Ethnicity		
Hispanics	13	12
S.E.	2.505	1.826
Unwtd. N	1268	1268
Am Indians	18	15
S.E.	6.425	5.694
Unwtd. N	117	117
Asians	4	14
S.E.	1.394	3.495
Unwtd. N	310	310
Blacks	8	7
S.E.	1.034	0.693
Unwtd. N	1720	1720
Whites	7	11
S.E.	0.543	0.643
Unwtd. N	3697	3697
Socioeconomic Status		
Low SES	9	10
S.E.	1.017	1.03
Unwtd. N	2074	2074
Med-Low SES	9	13
S.E.	1.067	1.203
Unwtd. N	1495	1495

Table 1.1a
Percent of 1980 High School Seniors Attaining One-Year and Two-Year Degrees After Enrolling in Postsecondary Education by 1984 (continued)

	Vocational Certificate	AA
Med-High SES	8	11
S.E.	0.986	1.109
Unwtd. N	1516	1516
High SES	6	9
S.E.	0.786	0.934
Unwtd. N	1707	1707
Had Children by 1984		
Children	12	7
S.E.	1.707	1.527
Unwtd. N	884	884
No Children	7	11
S.E.	0.506	0.576
Unwtd. N	6249	6249
Handicap Status	9	10
Handicapped		
S.E.	1.076	1.11
Unwtd. N	1593	1593
Not Handicapped	8	11
S.E.	0.536	0.968
Unwtd. N	5530	5530

Table 1.2a
Percent of Students Leaving Schools Without Degrees:
1980 High School Seniors Who Entered Postsecondary Education by 1984

	No Degree & Out of School
Total 45	
S.E.	0.907
Unwtd. N	7137
Sex	
Men	45
S.E.	0.824
Unwtd. N	3140
Women	46
S.E.	0.67
Unwtd. N	3997
Race/Ethnicity	
Hispanics	53
S.E.	2.758
Unwtd. N	1268
Am Indians	47
S.E.	6.049
Unwtd. N	117
Asians	34
S.E.	5.078
Unwtd. N	310
Blacks	60
S.E.	1.71
Unwtd. N	1720
Whites	43
S.E.	1.061
Unwtd. N	3697
Socioeconomic Status	
Low SES	60
S.E.	1.704
Unwtd. N	2074
Med-Low SES	50
S.E.	1.787
Unwtd. N	1495

Table 1.2a
Percent of Students Leaving Schools Without Degrees:
1980 High School Seniors Who Entered Postsecondary Education by 1984
(continued)

	No Degree & Out of School
Med-High SES	45
S.E.	1.64
Unwtd. N	1516
High SES	33
S.E.	1.583
Unwtd. N	1707
Handicap Status	
Handicapped	49
S.E.	1.826
Unwtd. N	1593
Not Handicapped	45
S.E.	1.016
Unwtd. N	5530
Had Children by 1984	
No Children	43
S.E.	0.956
Unwtd. N	6249
Some Children	67
S.E.	1.639
Unwtd. N	884

Table 1.3a
Percent of 1980 High School Seniors with Various Educational Outcomes by 1986

	Received No Degree & Not in School	Enrolled In Four Year Private School	Enrolled In Four Year Public School	Enrolled In Other School	BA/BS Degree
Percentage	57	3	7	4	29.59
S.E.	0.98	0.283	0.443	0.349	0.952
Unwtd N	6620	6620	6620	6620	6620

Table 1.4a
A Comparison of Expectations in 1980 and Attainment by 1986: Percent of All 1980 High School Seniors

	Attainment Higher Than Expectations	Attainment Equal to Expectations	Attainment Lower Than Expectations
Percentage	14.82	33.65	51.52
S.E.	.557	.758	.809
Unwtd. N	8710	8710	8710

Table 1.5a
Percent of 1980 High School Seniors with Different Levels of Educational Progress by 1986

	No High School Diploma	High School Diploma Only	Some Postsecondary Education	Vocational Certificate	A.A. Degree	BA/BS Degree
Total	0.73	29.12	70.15	5.6	6.77	17.86
S.E.	0.153	0.782	0.789	0.332	0.354	0.658
Unwtd N	9937	10128	10128	10583	10583	10583
Sex						
Men	0.89	30.95	68.16	4.86	5.81	17.28
S.E.	0.234	1.097	1.116	0.444	0.472	0.867
Unwtd N	4573	4573	4573	4866	4866	4866
Women	0.55	27.42	72.00	6.32	7.69	18.41
S.E.	0.180	0.960	0.974	0.477	0.496	0.845
Unwtd N	5555	5555	5555	5717	5717	5717
Race/Ethnicity						
Hispanics	0.84	37.99	61.17	7.81	6.6	6.37
S.E.	0.258	2.48	2.479	1.481	1.054	0.71
Unwtd N	1862	1862	1862	1955	1955	1955
Am Indians	0	36.33	63.67	11.96	8.62	9.54
S.E.	0	5.279	5.279	4.053	3.342	3.505
Unwtd N	188	188	188	205	205	205
Asians	0	8.54	91.46	3.85	12.08	27.44
S.E.	0	1.728	1.728	1.24	3.148	3.95
Unwtd N	350	350	350	357	357	357
Blacks	1.02	32.43	66.55	5.54	4.47	9.54
S.E.	0.415	1.462	1.5	0.64	0.424	0.926
Unwtd N	2588	2588	2588	2740	2740	2740
Whites	0.77	28.53	70.76	5.45	7.09	19.9
S.E.	0.17	0.909	0.917	0.381	0.428	0.78
Unwtd N	5109	5109	5109	5268	5268	5268
Socioeconomic Status						
Low SES	0.95	45.21	53.84	4.88	5.08	6.46
S.E.	0.266	1.336	1.322	0.546	0.506	0.548
Unwtd N	3495	592	3495	3683	3683	3683
Med-Low SES	0.27	35.54	64.19	6.04	7.48	10.63
S.E.	0.160	1.448	1.451	0.668	0.724	0.923
Unwtd N	2208	2208	2208	2298	2298	2298
Med-High SES	0.12	22.85	77.03	6.3	7.95	19.73
S.E.	0.052	1.293	1.293	0.732	0.803	1.147
Unwtd N	1929	1929	1929	2003	2003	2003
High SES	0.01	9.14	90.85	5.49	8.22	36
S.E.	0.008	0.963	0.963	0.729	0.819	1.606
Unwtd N	1865	1865	1865	1907	1907	1907

Table 2.1a
Percentage of 1980 High School Graduates With a High School Diploma, and Percentage of Those With Specified Patterns of Employment Between 1980 and 1986

	Percentage of Total With a High School Diploma	Of Those With A High School Diploma Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	31.50	26.40	56.51	10.57	6.53
S.E.	0.812	1.183	1.316	0.834	0.647
Unwt. N	9637	2763	2763	2763	2763
Sex					
Males	33.76	34.82	58.13	4.60	2.45
S.E.	1.156	1.752	1.851	0.774	0.618
Unwt. N	4313	1318	1318	1318	1318
Females	29.43	17.56	54.80	16.84	10.80
S.E.	0.985	1.509	1.970	1.507	1.146
Unwt. N	5324	1445	1445	1445	1445
Race/Ethnicity					
Hispanics	41.01	24.36	58.60	10.45	6.58
S.E.	2.450	3.935	4.281	2.995	1.491
Unwt. N	1765	534	534	534	534
Nat. Americans	38.06	21.60	63.76	12.65	1.99
S.E.	5.512	5.558	6.746	5.014	1.477
Unwt. N	177	67	67	67	67
Asians	8.82	15.18	46.82	18.12	19.87
S.E.	1.803	6.275	12.667	10.011	14.274
Unwt. N	333	36	36	36	36
Blacks	35.99	16.30	52.00	21.10	10.61
S.E.	1.559	1.860	2.617	2.231	1.980
Unwt. N	2440	822	822	822	822
Whites	30.59	28.45	57.04	8.71	5.80
S.E.	0.940	1.422	1.545	0.934	0.726
Unwt. N	4906	1303	1303	1303	1303

Table 2.2a
Mean Wages Earned and Average Hours Worked Per Week in February 1986 Among 1980 High School Graduates With A High School Diploma by Employment Pattern

	Mean Wages			Average Hours		
	Continuous Full-Time	Intermittent Full-Time	Part-Time	Continuous Full-Time	Intermittent Full-Time	Part-Time
Total	$5.72	$5.79	$5.24	45.05	41.26	27.89
S.E.	0.142	0.133	0.299	0.572	0.534	1.198
Unwt. N	596	977	131	596	977	131
Sex						
Males	5.93	6.34	6.61	47.24	43.54	27.21
S.E.	0.171	0.195	0.713	0.805	0.608	2.613
Unwt. N	390	516	30	390	516	30
Females	5.28	5.08	4.76	40.70	38.30	28.13
S.E.	0.244	0.167	0.265	0.307	0.795	1.328
Unwt. N	206	461	101	206	461	101
Race/Ethnicity						
Hispanics	5.07	5.76	Low-N	45.94	38.88	Low-N
S.E.	0.406	0.312	Low-N	3.278	1.415	Low-N
Unwt. N	113	202	21	113	202	21
Blacks	5.20	5.51	5.61	43.42	40.89	27.60
S.E.	0.297	0.170	0.626	0.650	0.541	3.151
Unwt. N	115	279	52	115	279	52
Whites	5.82	5.84	4.87	45.13	41.58	28.40
S.E.	0.161	0.164	0.333	0.620	0.52	1.390
Unwt. N	344	464	50	344	44	50

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Table 2.3a
Percentage of 1980 High School Graduates With Some Postsecondary Education, and Percentage of Those With Specified Patterns of Employment Between 1980 and 1986

	Percentage of Total With Some PSE	Of Those With Some PSE Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	38.13	27.97	39.04	16.03	16.96
S.E.	0.730	1.026	1.073	0.849	0.895
Unwt. N	9637	3968	3968	3968	3968
Sex					
Males	37.44	29.52	40.91	13.91	15.66
S.E.	1.024	1.571	1.558	1.153	1.270
Unwt. N	4313	1755	1755	1755	1755
Females	38.76	26.60	37.38	17.91	18.10
S.E.	0.963	1.380	1.491	1.207	1.253
Unwt. N	5324	2213	2213	2213	2213
Race/Ethnicity					
Hispanics	38.20	26.23	33.23	17.91	22.63
S.E.	2.240	2.648	3.001	2.308	3.270
Unwt. N	1765	780	780	780	780
Nat. Americas	31.65	20.43	37.10	19.80	22.67
S.E.	4.114	6.151	6.647	4.890	7.076
Unwt. N	177	69	69	69	69
Asians	49.15	17.16	35.87	28.49	18.47
S.E.	4.559	3.632	5.800	5.836	3.594
Unwt. N	333	158	158	158	158
Blacks	43.90	17.74	39.29	19.82	23.16
S.E.	1.527	1.481	2.004	1.865	1.853
Unwt. N	2440	1077	1077	1077	1077
Whites	37.12	30.22	39.57	14.91	15.30
S.E.	0.854	1.255	1.313	1.013	1.043
Unwt. N	4906	1875	1875	1875	1875

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Table 2.4a
Mean Wages Earned and Average Hours Worked Per Week in February 1986 Among 1980 High School Graduates With Some Postsecondary Education by Employment Pattern

	Mean Wages			Average Hours		
	Continuous Full-Time	Intermittent Full-Time	Part-Time	Continuous Full-Time	Intermittent Full-Time	Part-Time
Total	$5.88	$6.23	$6.76	42.99	40.27	23.33
S.E.	0.120	0.128	0.346	0.282	0.423	0.745
Unwt. N	970	1191	476	970	1191	476
Sex						
Males	6.23	6.66	7.58	45.03	41.78	23.66
S.E.	0.197	0.189	0.660	0.479	0.665	1.057
Unwt. N	477	564	190	477	564	190
Females	5.53	5.83	6.10	40.93	38.88	23.08
S.E.	0.130	0.174	0.295	0.250	0.525	1.018
Unwt. N	493	627	286	493	627	286
Race/Ethnicity						
Hispanics	6.32	6.31	5.85	43.41	40.26	23.31
S.E.	0.310	0.352	0.468	0.735	0.741	1.174
Unwt. N	193	220	94	193	220	94
Blacks	5.29	6.04	7.19	43.11	41.03	24.52
S.E.	0.184	0.225	0.776	0.606	0.563	1.088
Unwt. N	203	326	112	203	326	112
Whites	5.91	6.21	6.81	42.98	40.26	23.26
S.E.	0.137	0.151	0.404	0.328	0.516	0.931
Unwt. N	532	579	233	532	579	233

Table 2.5a
Percentage of 1980 High School Graduates With a One- or Two-Year Postsecondary Degree, and Percentage of Those With Specified Patterns of Employment Between 1980 and 1986

	Percentage of Total With a One- or Two-Year Degree	Of Those With a 1 or 2 Year Degree Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	11.29	26.64	38.61	19.73	15.02
S.E.	0.464	1.909	2.118	1.755	1.495
Unwt. N	9637	1174	1174	1174	1174
Sex					
Males	9.96	28.65	41.48	15.38	14.50
S.E.	0.648	3.145	3.396	2.544	2.438
Unwt. N	4313	467	467	467	467
Females	12.51	25.18	36.53	22.90	15.39
S.E.	0.656	2.468	2.612	2.438	1.932
Unwt. N	5324	707	707	707	707
Race/Ethnicity					
Hispanics	13.91	12.92	31.84	24.52	30.72
S.E.	1.793	3.673	6.182	6.763	6.576
Unwt. N	1765	244	244	244	244
Nat. Americans	20.75	Low-N	Low-N	Low-N	Low-N
S.E.	5.124	Low-N	Low-N	Low-N	Low-N
Unwt. N	177	28	28	28	28
Asians	12.81	8.09	43.67	34.37	13.88
S.E.	2.805	4.069	12.656	8.521	6.268
Unwt. N	333	44	44	44	44
Blacks	9.80	20.49	40.35	20.30	18.86
S.E.	0.836	3.505	4.165	4.071	2.851
Unwt. N	2440	260	260	260	260
Whites	11.21	29.45	38.48	19.13	12.93
S.E.	0.546	2.315	2.475	2.041	1.725
Unwt. N	4906	597	597	597	597

Table 2.6a
Mean Wages Earned and Average Hours Worked Per Week in February 1986 Among 1980 High School Graduates With a One- or Two-Year Postsecondary Degree by Employment Pattern

	Mean Wages			Average Hours		
	Continuous Full-Time	Intermittent Full-Time	Part-Time	Continuous Full-Time	Intermittent Full-Time	Part-Time
Total	$6.10	$7.45	$6.46	42.41	41.22	26.00
S.E.	0.207	0.551	0.398	0.568	0.842	1.284
Unwt. N	276	360	157	276	360	157
Sex						
Males	6.79	8.55	7.54	44.03	42.65	22.24
S.E.	0.367	1.086	0.946	0.849	1.575	2.267
Unwt. N	130	148	59	130	148	59
Females	5.51	6.52	5.98	41.02	40.00	27.68
S.E.	0.223	0.313	0.371	0.721	0.755	1.510
Unwt. N	146	212	98	146	212	98
Race/Ethnicity						
Hispanics	6.03	7.10	5.23	41.50	39.56	23.72
S.E.	0.533	0.742	0.591	0.671	0.597	1.490
Unwt. N	46	63	38	46	63	38
Blacks	5.94	5.69	Low-N	42.14	42.65	Low-N
S.E.	0.489	0.416	Low-N	1.215	1.482	Low-N
Unwt. N	44	90	23	44	90	23
Whites	6.12	7.59	6.40	42.46	41.07	26.39
S.E.	0.228	0.660	0.409	0.629	1.019	1.574
Unwt. N	176	189	82	176	189	82

Table 2.7a
Percentage of 1980 High School Graduates With a Four Year Postsecondary Degree, and Percentage of Those With Specified Patterns of Employment Between 1980 and 1986

	Percentage of Total With a 4 Year Degree	Of Those With A 4 Year Degree Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	19.08	26.08	0.26	1.80	71.86
S.E.	0.692	1.564	0.217	0.422	1.640
Unwt. N	9637	1732	1732	1732	1732
Sex					
Males	18.85	29.63	0.46	1.92	67.99
S.E.	0.931	2.355	0.456	0.676	2.462
Unwt. N	4313	773	773	773	773
Females	19.29	22.91	0.08	1.68	75.33
S.E.	0.877	1.972	0.056	0.526	2.021
Unwt. N	5324	959	959	959	959
Race/Ethnicity					
Hispanics	6.88	27.15	0.00	4.53	68.32
S.E.	0.741	4.828	0.000	2.050	4.689
Unwt. N	1765	207	207	207	207
Nat. Americans	9.55	Low-N	Low-N	Low-N	Low-N
S.E.	3.920	Low-N	Low-N	Low-N	Low-N
Unwt. N	177	13	13	13	13
Asians	29.22	9.39	0.00	0.28	90.32
S.E.	4.127	3.498	0.000	0.286	3.523
Unwt. N	333	95	95	95	95
Blacks	10.31	24.95	0.00	2.32	72.73
S.E.	1.008	4.522	0.000	1.045	4.508
Unwt. N	2440	281	281	281	281
Whites	21.08	26.80	0.29	1.72	71.19
S.E.	0.822	1.733	0.246	0.469	1.815
Unwt. N	4906	1131	1131	1131	1131

Table 2.8a
Mean Wages Earned and Average Hours Worked Per Week in February 1986 Among 1980 High School Graduates With a Four-Year Postsecondary Degree

	Mean Wages Continuous Full-Time	Average Hours Continuous Full-Time
Total	$7.87	44.73
S.E.	0.229	0.538
Unwt. N	405	405
Sex		
Males	7.89	46.67
S.E.	0.259	0.819
Unwt. N	203	203
Females	7.84	42.50
S.E.	0.385	0.634
Unwt. N	202	202
Race/Ethnicity		
Hispanics	8.25	44.34
S.E.	0.598	1.699
Unwt. N	45	45
Blacks	8.02	44.70
S.E.	1.528	1.882
Unwt. N	54	54
Whites	7.86	44.73
S.E.	0.230	0.577
Unwt. N	293	293

Table 2.9a
Mean Hourly Wages in February 1985 of 1980 High School Graduates Who Completed a Four-Year Postsecondary Degree by Academic Field

	Math/ Science	Social Science	Humanities/ Fine Arts/ For. Lang.	Architecture/ Computers/ Engineering	Business	Education	Other Vocational Fields
Total	$6.78	$6.84	$5.87	$9.25	$7.11	$6.19	$6.63
S.E.	0.334	0.269	0.272	0.382	0.329	0.284	0.338
Unwt. N	94	103	57	109	233	81	85
Sex							
Males	7.39	6.69	Low-N	9.34	6.98	Low-N	6.67
S.E.	0.516	0.343	Low-N	0.455	0.320	Low-N	0.399
Unwt. N	41	53	26	73	119	13	35
Females	6.15	6.99	5.46	9.07	7.28	6.24	6.56
S.E.	0.403	0.419	0.219	0.686	0.618	0.262	0.609
Unwt. N	53	50	31	36	114	68	50

Table 3.1a
Marital Status of 1980 High School Seniors in 1986 by Sex and Race

	Never Married	Married	Divorced, Widowed or Separated	Living Together
Total	54.07	36.33	4.54	5.07
S.E.	0.771	0.751	0.307	0.314
Unwtd. N	10473	10473	10473	10473
Sex				
Male	46.68	42.42	5.52	5.38
S.E.	0.995	1.011	0.469	0.448
Unwtd. N	5660	5660	5660	5660
Female	61.82	29.94	3.50	4.74
S.E.	1.073	1.008	0.374	0.450
Unwtd. N	4813	4813	4813	4813
Race				
Hispanic	51.25	38.05	6.14	4.56
S.E.	2.288	2.306	1.163	1.084
Unwtd. N	175	175	175	175
Native American	42.63	42.51	9.63	5.22
S.E.	5.119	4.621	3.981	2.341
Unwtd. N	199	199	199	199
Asian	74.17	21.47	2.88	1.48
S.E.	3.514	3.118	1.108	0.636
Unwtd. N	354	354	354	354
Black	66.93	22.65	4.54	5.88
S.E.	1.488	1.234	0.700	0.888
Unwtd. N	2699	2699	2699	2699
White	52.12	38.41	4.44	5.04
S.E.	0.888	0.866	0.357	0.357
Unwtd. N	5229	5229	5229	5229
SES				
Low	45.90	43.87	5.98	4.24
S.E.	1.376	1.336	0.672	0.491
Unwtd. N	3644	3644	3644	3644
25 to 49%	49.88	39.91	5.65	4.56
S.E.	1.419	1.410	0.715	0.589
Unwtd. N	2275	2275	2275	2275
50 to 75%	56.15	33.56	4.44	5.85
S.E.	1.505	1.398	0.640	0.721
Unwtd. N	1984	1984	1984	1984
High	64.27	27.65	2.64	5.44
S.E.	1.477	1.397	0.457	0.673
Unwtd. N	1893	1893	1893	1893

Table 3.2a
Percent of 1980 High School Seniors with Children in 1986 by Sex and Race

	No Children	One Child	Two or More Children
Total 73.25	16.55	10.20	
S.E.	0.726	0.587	0.434
Unwtd. N	10444	10444	10444
Sex			
Male	79.07	13.48	7.45
S.E.	0.890	0.758	0.522
Unwtd. N	4795	4795	4795
Female	67.71	19.47	12.82
S.E.	0.989	0.816	0.648
Unwtd. N	5649	5649	5649
Race			
Hispanic	64.11	22.15	13.74
S.E.	2.387	2.053	1.757
Unwtd. N	1932	1932	1932
Native American	58.64	20.23	21.13
S.E.	5.575	3.520	4.465
Unwtd. N	195	195	195
Asian	84.02	9.80	6.18
S.E.	2.437	1.662	2.703
Unwtd. N	352	352	352
Black	25.56	17.10	41.13
S.E.	1.515	1.325	1.068
Unwtd. N	2687	2687	2687
White	76.28	14.94	8.77
S.E.	0.817	0.680	0.479
Unwtd. N	5221	5221	5221
SES			
Low	58.45	24.19	17.36
S.E.	1.323	1.099	1.008
Unwtd. N	3636	3636	3636
25 to 49%	71.73	18.42	9.85
S.E.	1.321	1.133	0.822
Unwtd. N	2269	2269	2269

Table 3.2a
Percent of 1980 High School Seniors with Children in 1986 by Sex and Race
(continued)

	No Children	One Child	Two or More Children
SES - continued			
50 to 75%	79.03	12.11	8.87
S.E.	1.176	0.954	0.848
Unwtd. N	1983	1983	1983
High	86.32	9.02	4.66
S.E.	1.058	0.856	0.629
Unwtd. N	1883	1883	1883
Marital Status in 1986			
Married	48.30	30.89	20.81
S.E.	1.292	1.197	0.922
Unwtd. N	3475	3475	3475
Divorced, Widowed or Separated	43.15	37.84	19.01
S.E.	3.197	3.283	2.707
Unwtd. N	477	477	477
Living Together	74.50	14.37	11.13
S.E.	2.787	2.363	1.914
Unwtd. N	467	467	467
Never Married	92.39	5.39	2.22
S.E.	0.522	0.401	0.294
Unwtd. N	5984	5984	5984

Table 4.1a
Mean Self-Concept Scores by Sex, Race/Ethnicity, 1980 Postsecondary Education Plans, and Educational Attainment as of 1986

	1980	1982	1986
SEX			
Male	0.06	0.04	0.03
S.E.	0.015	0.015	0.015
Unwtd. N	4481	4377	4595
Female	-0.06	-0.04	-0.03
S.E.	0.015	0.015	0.016
Unwtd. N	5424	5378	5497
RACE/ETHNICITY			
Hispanic	-0.07	-0.06	0.03
S.E.	0.034	0.040	0.034
Unwtd. N	1883	1756	1816
Native American	-0.14	0.00	-0.11
S.E.	0.067	0.088	0.077
Unwtd. N	196	183	194
Asian	-0.07	-0.07	0.02
S.E.	0.047	0.072	0.067
Unwtd. N	345	329	337
Black	0.12	0.02	0.07
S.E.	0.018	0.022	0.022
Unwtd. N	2547	2494	2610
White	-0.01	0.00	-0.01
S.E.	0.013	0.013	0.013
Unwtd. N	4912	4977	5083
PSE PLANS IN 1980			
None	-0.13	-0.14	-0.16
S.E.	0.024	0.025	0.025
Unwtd. N	1567	1467	1544
Voc/Tech	-0.10	-0.05	-0.15
S.E.	0.026	0.024	0.026
Unwtd. N	1792	1683	1772
Less Th 4 Yr	-0.08	-0.02	0.00
S.E.	0.027	0.027	0.025
Unwtd. N	1504	1421	1469
BA/BS	0.07	0.03	0.09
S.E.	0.020	0.021	0.021
Unwtd. N	2576	2470	2522
Adv Deg	0.20	0.15	0.17
S.E.	0.024	0.024	0.024
Unwtd. N	2239	2140	2161

Table 4.1a
Mean Self-Concept Scores by Sex, Race/Ethnicity, 1980 Postsecondary Education Plans, and Educational Attainment as of 1986
(continued)

	1980	1982	1986
EDUCATIONAL ATTAINMENT			
No HS Diploma	-0.05	-0.17	-0.38
S.E.	0.152	0.183	0.198
Unwtd. N	55	61	71
HS Diploma	-0.05	-0.04	-0.05
S.E.	0.014	0.013	0.014
Unwtd. N	6113	5940	6224
Lic or Cert	-0.01	0.03	0.00
S.E.	0.032	0.030	0.032
Unwtd. N	1200	1205	1227
2-3 Yr Voc Deg	-0.06	-0.06	0.01
S.E.	0.040	0.040	0.040
Unwtd. N	726	728	732
4 Yr BA or Higher	0.17	0.14	0.18
S.E.	0.025	0.025	0.024
Unwtd. N	1799	1821	1836

Table 4.2a
Mean Locus of Control Scores by Sex, Race/Ethnicity, 1980 Postsecondary Education Plans, and Educational Attainment as of 1986

	1980	1982	1986
SEX			
Male	-0.06	-0.04	-0.03
S.E.	0.014	0.015	0.015
Unwtd. N	4474	4374	4595
Female	0.05	0.04	0.03
S.E.	0.013	0.014	0.014
Unwtd. N	5424	5374	5497
RACE/ETHNICITY			
Hispanic	-0.19	-0.17	-0.19
S.E.	0.025	0.037	0.040
Unwtd. N	1883	1757	1816
Native American	-0.22	-0.26	-0.20
S.E.	0.076	0.115	0.077
Unwtd. N	196	182	194
Asian	-0.06	-0.10	-0.05
S.E.	0.056	0.066	0.074
Unwtd. N	345	329	337
Black	-0.26	-0.32	-0.28
S.E.	0.019	0.027	0.022
Unwtd. N	2542	2488	2610
White	0.05	0.06	0.06
S.E.	0.011	0.011	0.011
Unwtd. N	4910	4976	5083
PSE PLANS IN 1980			
None	-0.35	-0.27	-0.32
S.E.	0.023	0.025	0.025
Unwtd. N	1562	1470	1544
Voc/Tech	-0.12	-0.10	-0.11
S.E.	0.021	0.022	0.023
Unwtd. N	1792	1682	1772
Less Th 4 Yr	-0.02	0.02	0.03
S.E.	0.023	0.023	0.022
Unwtd. N	1503	1418	1468
BA/BS	0.16	0.14	0.15
S.E.	0.015	0.016	0.016
Unwtd. N	2575	2468	2523
Adv Deg	0.28	0.22	0.24
S.E.	0.019	0.018	0.017
Unwtd. N	2238	2139	2161

Table 4.2a
Mean Locus of Control Scores by Sex, Race/Ethnicity, 1980 Postsecondary Education Plans, and Educational Attainment as of 1986
(continued)

	1980	1982	1986
EDUCATIONAL ATTAINMENT			
No HS Diploma	-0.65	-0.49	-0.53
S.E.	0.176	0.153	0.129
Unwtd. N	55	61	71
HS Diploma	-0.09	-0.07	-0.08
S.E.	0.012	0.013	0.013
Unwtd. N	6109	5937	6223
Lic or Cert	-0.07	-0.06	-0.06
S.E.	0.028	0.028	0.027
Unwtd. N	1200	1203	1227
2-3 Yr Voc Deg	0.03	0.07	0.08
S.E.	0.032	0.032	0.032
Unwtd. N	724	728	731
4 Yr BA or Higher	0.30	0.24	0.28
S.E.	0.018	0.018	0.016
Unwtd. N	1798	1819	1838

Note: Low scores indicate an external orientation, high scores indicate an internal orientation.

Table 4.3a
Percent of 1980 Seniors Registered to Vote and Percent Voting in 1982, 1984 and 1986 by Sex, Race/Ethnicity and Educational Attainment as of 1986

	Registered to Vote 1982	Registered to Vote 1984	Registered to Vote 1986	Voted 1982	Voted 1984	Voted 1986
TOTAL	62.46	66.55	72.34	50.45	47.25	60.66
S.E.	0.786	0.745	0.730	0.812	0.770	0.764
Unwtd. N	9725	9763	10110	9726	9722	10098
SEX						
Male	62.83	65.60	71.79	50.71	46.97	59.83
S.E.	1.140	1.082	1.060	1.162	1.135	1.115
Unwtd. N	4366	4399	4610	4366	4377	4606
Female	62.11	67.42	72.87	50.21	47.50	61.45
S.E.	1.042	1.002	0.956	1.048	1.088	0.991
Unwtd. N	5359	5364	5500	5360	5345	5492
RACE/ETHNICITY						
Hispanic	52.79	57.00	70.27	40.56	38.75	52.78
S.E.	2.428	2.328	2.078	2.265	2.357	2.440
Unwtd. N	1756	1799	1817	1753	1791	1816
Native American	57.37	60.38	65.80	49.06	49.51	53.60
S.E.	4.679	4.507	4.378	5.082	5.074	4.527
Unwtd. N	183	178	194	184	178	195
Asian	39.79	58.09	71.81	32.24	43.94	56.84
S.E.	4.158	4.296	3.550	4.332	5.269	4.832
Unwtd. N	332	330	342	332	328	342
Black	59.51	71.87	77.79	41.08	50.45	62.47
S.E.	1.630	1.398	1.195	1.642	1.601	1.421
Unwtd. N	2479	2467	2619	2476	2456	2608
White	64.09	66.94	71.80	52.93	47.69	61.36
S.E.	0.897	0.873	0.863	0.933	0.905	0.900
Unwtd. N	4959	4951	5085	4965	4932	5084
EDUCATIONAL ATTAINMENT						
No HS Diploma	44.12	37.77	47.66	30.59	20.12	31.84
S.E.	9.476	8.720	8.701	8.974	7.518	8.042
Unwtd. N	58	64	70	58	64	70
HS Diploma	57.77	61.91	67.68	45.66	43.07	54.76
S.E.	1.000	0.980	0.932	0.992	0.979	0.980
Unwtd. N	5922	5970	6222	5924	5946	6213
Lic or Cert	61.07	64.98	73.53	48.89	50.30	61.18
S.E.	2.069	2.058	1.840	2.097	2.170	2.094
Unwtd. N	1208	1180	1231	1210	1173	1229
2-3 Yr Voc Deg	66.80	72.49	75.55	53.97	50.92	64.44
S.E.	2.652	2.472	2.493	2.741	2.603	2.655
Unwtd. N	725	742	733	723	740	732
4 Yr BA or Higher	77.04	81.18	86.43	65.75	58.27	79.05
S.E.	1.308	1.319	1.108	1.517	1.628	1.339
Unwtd. N	1812	1807	1853	1811	1799	1853

Table 4.4a
Mean Number of Voluntary Organizations by Sex, Race/Ethnicity and Educational Attainment as of 1986

	1982	1986
SEX		
Male	0.71	0.85
S.E.	0.018	0.022
Unwtd. N	4866	4866
Female	0.72	0.72
S.E.	0.018	0.019
Unwtd. N	5717	5717
RACE/ETHNICITY		
Hispanic	0.55	0.65
S.E.	0.038	0.038
Unwtd. N	1955	1955
Native American	0.84	0.78
S.E.	0.072	0.088
Unwtd. N	205	205
Asian	0.65	0.84
S.E.	0.080	0.086
Unwtd. N	357	357
Black	0.73	0.84
S.E.	0.032	0.042
Unwtd. N	2740	2740
White	0.74	0.79
S.E.	0.016	0.017
Unwtd. N	5268	5268
EDUCATIONAL ATTAINMENT		
No HS Diploma	0.18	0.35
S.E.	0.065	0.090
Unwtd. N	73	73
HS Diploma	0.64	0.70
S.E.	0.016	0.017
Unwtd. N	6569	6569
Lic or Cert	0.71	0.73
S.E.	0.036	0.042
Unwtd. N	1279	1279
2-3 Yr Voc Deg	0.78	0.79
S.E.	0.048	0.053
Unwtd. N	761	761
4 Yr BA or Higher	0.97	1.10
S.E.	0.031	0.036
Unwtd. N	1887	1887

Table 4.5a
Percent of 1980 Seniors Agreeing-Disagreeing with Various Statements about Sex Roles by Sex

	Strongly Agree	Percent Agree	Percent Disagree	Strongly Disagree
A Working Mother of Pre-School Children Can Be Just as Good a Mother as a Woman Who Doesn'tWork				
Male	20.36	52.50	22.02	5.12
S.E.	0.856	1.067	0.872	0.474
Unwtd. N	4569	4569	4569	4569
Female	37.14	44.49	14.24	4.13
S.E.	0.985	1.004	0.718	0.393
Unwtd. N	5494	5494	5494	5494
It's Usually Better for Everyone Involved if the Man is the Achiever Outside the Home and the Woman Takes Care of the Home and Family				
Male	5.04	25.22	53.83	15.91
S.E.	0.473	0.951	1.080	0.785
Unwtd. N	4551	4551	4551	4551
Female	5.24	18.71	45.11	30.93
S.E.	0.462	0.813	1.022	0.968
Unwtd. N	5479	5479	5479	5479
Men and Women Should Be Paid the Same for the Same Work				
Male	44.95	51.25	3.25	0.55
S.E.	1.055	1.060	0.375	0.155
Unwtd. N	4570	4570	4570	4570
Female	78.76	19.67	1.24	0.33
S.E.	0.817	0.788	0.191	0.113
Unwtd. N	5491	5491	5491	5491
Most Women Are Happiest When Making a Home and Caring for Children				
Male	2.65	29.11	58.59	9.65
S.E.	0.297	0.987	1.092	0.649
Unwtd. N	4465	4465	4465	4465
Female	3.66	22.64	56.35	17.35
S.E.	0.363	0.860	1.010	0.800
Unwtd. N	5434	5434	5434	5434

Table 4.5a
Percent of 1980 Seniors Agreeing-Disagreeing with Various Statements about Sex Roles by Sex (continued)

	Strongly Agree	Percent Agree	Percent Disagree	Strongly Disagree
A Woman Should Have Exactly the Same Educational Opportunities As a Man				
Male	51.51	46.53	1.59	0.38
S.E.	1.083	1.102	0.243	0.107
Unwtd. N	4583	4583	4583	4583
Female	75.67	22.47	1.40	0.45
S.E.	0.873	0.845	0.199	0.121
Unwtd. N	5497	5497	5497	5497
A Preschool Child Is Likely to Suffer if the Mother Works				
Male	7.69	31.34	53.25	7.71
S.E.	0.564	1.003	1.108	0.566
Unwtd. N	4533	4533	4533	4533
Female	5.38	21.77	52.47	20.38
S.E.	0.439	0.832	0.985	0.794
Unwtd. N	5464	5464	5464	5464
Women Should Be Considered as Seriously as Men for Jobs as Executives or Politicians				
Male	32.47	58.76	7.74	1.03
S.E.	1.026	1.036	0.588	0.206
Unwtd. N	4569	4569	4569	4569
Female	64.30	31.78	3.48	0.44
S.E.	0.975	0.942	0.366	0.129
Unwtd. N	5484	5484	5484	5484
Other Things Being Equal, a Woman's Job Should Be Considered as Seriously as a Man's in Making Decisions about Whether to Move,Where to Live, Etc.				
Male	34.13	58.19	6.99	0.68
S.E.	1.035	1.082	0.507	0.153
Unwtd. N	4567	4567	4567	4567
Female	59.33	36.25	3.89	0.53
S.E.	1.011	0.973	0.401	0.146
Unwtd. N	5493	5493	5493	5493

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